DOCUMENT RESUME

ED 423 490 CG 028 722

TITLE	Lesson Plans from the "Creating a Supportive Environment for Wai'anae's Children & Youth" Summer Institute. July 14-18, 1997.
INSTITUTION	Hawaii Univ., Manoa. Coll. of Education.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE	1997-07-00
NOTE	152p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Adjustment (to Environment); Adolescents; Children; Community Involvement; *Community Programs; Elementary Secondary Education; *Guidance; Human Relations; Institutes (Training Programs); Schools; Social Behavior; *Student Development; Summer Programs

ABSTRACT

This summer institute was specifically designed to give the Wai'anae community in Hawaii a chance to share ideas that would strengthen the support for all of their youth. It also gave them a chance to learn about resiliency, which is defined as "a person's capacity to survive through life's difficulties." Resiliency can be fostered in youth by building protective factors into classrooms, families, and the community. These protective factors were included in lesson plans created by teachers, administrators, counselors, school personnel, parents, and community members of Wai'anae who participated in the institute. Fifteen of these factors were: (1) "Promotes close bonds"; (2) "Values and encourages education"; (3) "Uses high warmth/low criticism style of interaction"; (4) "Sets and enforces clear boundaries"; (5) "Encourages supportive relationships with many things"; (6) "Promotes sharing of responsibilities and services to others"; (7) "Expresses high and realistic expectations for success"; (8) "Encourages goal-setting and mastery"; (9) "Encourages pro-social development of values and life skills"; (10) "Provides leadership, decision-making, and other opportunities for meaningful participation"; (11) "Appreciates the unique talents of each individual"; (12) "Provides access to resources for meeting basic needs"; (13) "Fosters active involvement for all students"; (14) "Self-Worth, autonomy, self-esteem, self- self-awareness"; (15) "Spirituality." This work is indexed by protective factors only. (EMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 423 490

Lesson Plans

from the

"*Creating a Supportive Environment for Wai`anae's Children & Youth*"

Summer Institute
July 14 - 18, 1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Zane

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG028722

Foreword

The following is a compilation of lesson plans designed by participants of the "Creating a Supportive Environment for Wai`anae's Children & Youth" Summer Institute held July 14-18, 1997 at the Makaha Sheraton.

This institute was specifically designed for all teachers, administrators, counselors, school personnel, parents, and community members of Wai'anae. It gave the community a chance to share ideas that would strengthen the support for all of their youth, and it also gave them a chance to learn about one such idea called resiliency, which is a person's capacity to survive through life's difficulties. Participants learned that resiliency can be fostered in youth by building protective factors into classrooms, families, and the community. By focusing on resiliency and protective factors, the institute reinforced the community's view that Wai`anae's children and youth are not burdened with risk, but filled with promise.

Of the 65 participants at the institute, 45 opted to take the institute for 3 500-level credits from the University of Hawai`i-Mānoa. To receive credit, each participant created 5 lesson plans that address at least one of the protective factors discussed during the institute. This is a compilation of their work along with an index that lists each of the primary protective factors and the page numbers of the corresponding lesson plans. With these lesson plans as a guide, Wai`anae teachers will be able to adapt similar lessons for their classrooms.

The institute was presented by the University of Hawai`i-Mānoa College of Education's Project IMPACT (Innovative Measures for Preventing And Counteracting Truancy). Project IMPACT is funded by a grant from the U.S. Department of Education's Safe & Drug Free Schools & Communities program in collaboration with the Wai`anae Complex Schools.

Index of Protective Factors

Protective Factors:	Page Number of Lesson Plan:
1. Promotes close bonds	10, 14, 15, 16, 21, 24, 26, 28, 32, 33, 34, 35, 36, 41, 45, 46, 47, 48, 49, 51, 52, 53, 60, 67, 71, 77, 79, 84, 86, 95, 96, 97, 102, 103, 116, 117
2. Values and encourages education	20, 21, 28, 43, 85, 106
3. Uses high warmth/low criticism style of interaction	9, 14, 15, 16, 17, 21, 28, 33, 35, 63, 49
4. Sets and enforces clear boundaries (rules, norms, laws, etc.)	1, 2, 3, 5, 7, 9, 18, 28, 32, 33, 34, 35, 40, 54, 68, 102, 104, 108
5. Encourages supportive relationships with many things	8, 10, 14, 15, 16, 23, 24, 25, 26, 28 32, 33, 34, 35, 42, 44, 45, 46, 47, 52, 53, 54, 56, 57, 59, 60, 63, 64, 66, 79, 89, 97, 99, 102, 106, 107, 108, 109, 117
6. Promotes sharing of responsibilities, services to others, "required helpfulness"	25, 28, 32, 33, 34, 35, 53, 63, 65, 68, 75, 78, 92, 94, 101, 105
7. Expresses high and realistic expectations for success	14, 15, 16, 21, 22, 23, 24, 25, 27, 28, 29, 33, 34, 35, 43, 44, 45, 51, 61, 63, 66, 76, 77, 79, 87, 99, 107, 108
8. Encourages goal-setting and mastery	11, 20, 22, 24, 25, 28, 35, 44, 48, 62, 65, 76, 78, 79, 87, 103, 106, 107, 108, 110
9. Encourages pro-social development of values (such as altruism) and life skills (such as cooperation)	12, 13, 17, 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 33, 34, 35, 37, 38, 39, 40, 43, 45, 46, 47, 50, 51, 52, 53, 65, 66, 67, 69, 70, 71, 74, 75, 80, 81, 82, 94, 100, 105, 107, 108, 110, 117, 118
10. Provides leadership, decision-making, and other opportunities for meaningful participation	10, 11, 17, 21, 22, 24, 25, 28, 35, 42. 45. 68, 72, 73, 74, 75, 80, 81, 84, 95, 105, 111, 112, 113, 114, 115
11. Appreciates the unique talents of each individual	6, 7, 20, 21, 22, 23, 25, 28, 34, 53, 69, 77, 85, 89, 97, 99, 104, 106, 116
12. Provides access to resources for meeting basic needs of housing, employment, health care, etc.)	38, 86

Anthony M. (Tony) Turbeville
Unit Plan: Community Agreements

Unit overview

This unit is essential to organizing and setting the tone for successful "Tribes" work. For background and context information, see Tribes A New Way of Learning and Being Together, by Jeanne Gibbs (1995 edition), pages 87-104. These pages comprise Chapter 5, "Creating the Learning Community." Page numbers shown are for pages in this book, unless otherwise noted.

The Protective Factors referred to are from Nan Henderson's material entitled "Resiliency", which was provided the participants at the July 14-18, 1997, workshop Creating a Supportive Environment for Wai`anae's Children and Youth". This workshop was held at the Sheraton Makaha as part of the federally-funded a Project IMPACT.

The "Environmental Resiliency Builders", according to Henderson, are:

- Promotes close bonds
- Values and encourages education
- Uses high warmth/low criticism style of interaction
- Sets and enforces clear boundaries (rules, norms, laws, etc.)
- Encourages supportive relationships with many caring others
- Promotes sharing of responsibilities, service to others, "required helpfulness"
- Promotes access to resources for meeting basic needs of housing, employment, health, care, etc.
- Expresses high, and realistic, expectations for success
- Encourages goal-setting and mastery
- Encourages pro-social development of values (such as altruism) and life skills (such as cooperation)
- Provides leadership, decision-making, and other opportunities for meaningful participation
- Appreciates the unique talents of each individual

The is based on five steps, which are taught as five lessons:

1. Establishing the need for and defining Community Agreements (pp. 92-93)
2. Attentive Listening (pp. 93-94)
3. Appreciate Each Other/No Put-Downs (pp. 94-95)
4. The Right to Pass (pp. 95-96)
5. Mutual Respect (pp. 96-97)

The teaching approach used in the lesson plans is based on the Seven Steps in Teaching Collaborative Skills (p. 98):

1. Engage students in identifying the need for the skill (using discussion, role-play, story, or situation).
2. Teach the skill (using the Looks/Sounds/Feels-like structure or other strategy.)
3. Practice the skill regularly, and have students give feedback on how well it was used.
4. Transfer the responsibility to the tribes to remind each other to use the skill.
5. Ask reflective questions about the use of the skill in tribes, the class, the playground, at home, etc.
6. Point out times when you notice people using the skill.
7. Notice and celebrate when the skill is "owned" as a natural behavior in the classroom or school.

Lesson #1

Grade:	6
Time:	2 hours & 50 minutes
Protective Factor:	Sets and enforces clear boundaries (rules norms laws, etc.)
Unit:	Establishing Community Agreements
Lesson Topic:	Recognizing the need to establish community agreements
Objective:	After two skits, one modeling how not to relate and communicate and one how to relate and communicate students will recognize the need for basic relational agreements.
Preparation:	(30 minutes) Teacher will work with three students to develop and practice two 2-3 minute skits. In the first skit the students will demonstrate how lack of basic relational agreements diminish the ability of people to communicate with each other. In the second skit the students will demonstrate how much more effectively they relate and communicate when observing some basic relational agreements.
Introduction:	(5 minutes) Let students know that they are going to watch two skits and ask them to take notes about what they notice in each skit that hinders or helps the students in the skits communicate with each other.

Methods: Skits; partner discussions; whole class discussions; journaling.

Learning Activities:

1. (45 minutes) Students will observe a skit demonstrating some things that hinder relating and communicating, taking notes while observing.
2. In twos and threes students will share what they observed about communicating and how they feel when people treat them the way the students in the skit treated each other. Teacher monitor & assist.
3. Whole class discussion to share and validate what they observed. Teacher will record these observations and comments on chart paper.
4. Students will observe a skit demonstrating some things that help relating and communicating taking notes while observing.
5. In twos and threes students will share what they observed and how they feel when people treat them the way the students treated each other in this skit. Teacher monitor & assist.
6. Whole class discussion to share and validate what they observed. Teacher will record these observations and comments on chart paper.

Resources: Chart paper and markers. Students will need journals and pens or pencils.

Evaluation: (30 minutes) The above discussions are part or the evaluation process. Additionally:

1. Students will journal about why some basic agreements are needed. (15 minutes)
2. Teacher will read journals and respond to what the students write. (1 hour and 15 minutes)

Summary: The discussions and the journaling activities are summary activities. The teacher will guide these discussions by soliciting student answers to questions including the following:

- How did the students treat each others
- Were the students listening to each other?
- Were they polite?
- How do you feel when you're in situations like this?
- How could they have improved the situation? (1st skit)
- Were they respecting each other?
- Was everyone's opinion treated equally?
- Did the put-downs help or hinder communication? (1st skit)
- Can each of us commit to listening and relating to each other better?

Lesson #2

Grade: 6

Time: 55 minutes

Protective Factor: Sets and enforces clear boundaries (rules, norms, laws, etc.)

Unit: Establishing Community Agreements

Lesson Topic: Establishing community agreements: Attentive Listening

Objectives: Review the need for community agreements which was the focus of the 1st lesson of this unit.
Students will experience and practice attentive listening.

Review and introduction: (10 minutes) Review the need for establishing Community Agreements by asking students about lesson one of the unit:

- "Yesterday we watched two skits. Who can tell me what we learned about how we can communicate better with each other?"
- "How do we feel when people we talk to do some of the things that make communication difficult even frustrating?" "Wouldn't it be great if we always treated each other the way the students (use names) treated each other in the second skits."

(Teacher writes responses on chart paper to summarize and validate responses.)
Focus attention on developing good listening skills by saying, "Let's see what good listening is all about. I'm going to start a chart and I'm going to divide it into three sections: Looks Like, Sounds Like, and Feels Like." (Construct the chart per Tribes.)

Method: Group review; Small group activity

Learning Activities: (45 minutes)

I. Develop a list of listening skills based on those of Tribes pp. 93 & 94: (Teacher writes student suggestions on chart paper.) (15 minutes)—Acknowledging the person who is speaking with full attention and eye contact. –Withholding one 's own comments opinions and need to talk at the time. (Wait!!) --paraphrasing key words to encourage the speaker to let them know they have been heard.

--Affirming through body language that the speaker is being heard. --Paying attention not only to the words but also to the feelings behind the words.

II. Give students the opportunity to practice the skill by using "Teaching Listening" (page 951) modifying step 6 by having the students speak on the question, "Sixth graders should have their own section of the cafeteria because..." (30 minutes)

Resources: Chart from lesson 1 of this unit, Chart paper prepared in three columns: Looks Like/Sounds Like/Feels Like, Markers

Evaluation: (Done as part at the above Learning Activity.) 1. Student suggestions for listening skills chart. 2. Student responses to Teaching Listening exercise. 3. Listening skills shown in Class and elsewhere in school.

Summary: Questions based on Suggested Reflection Questions in "Teaching Listening" lesson. (10 of the 30 minutes allotted for the lesson.) See Attachment 1, p. 123.

Lesson #3

Time: 1 hour and 5 minutes

Protective Factor: Sets and enforces clear boundaries (rules, norms, laws etc.)

Unit: Establishing Community Agreements

Lesson Topic: Establishing Community Agreements: Appreciation/No Put Downs

Objectives:
1. To review lessons 1 & 2 of this unit:
   - Need for Community Agreements
   - Attentive Listening
2. Introduce a new Community Agreement: Appreciation/No Put-Downs

Review: (40 minutes)
1. Review and discuss the chart from lesson I: Need for Community Agreements (10 minutes)
2. Review and discuss the chart from lesson 2: Attentive Listening
3. Practice Attentive Listening by using the Joy lesson on page 234 (30 minutes), modifying it as follows:
   - Introduce the concept of Appreciation Statements by having them on chart paper before the lesson begins. Teacher models as the lesson progresses.
   - Done in Community Circle
   - Students are to write down rather than merely thigh about the 3 things they would like to share.
   - Solicit Appreciation statements from students referring to the chart mentioned above.

Introduction: (10 minutes) "Wow! We've come a long way in a very short time. Let's look at what we have accomplished. First, we have agreed that we need to have some Community Agreements if we are going to enjoy learning together. Why? (Refer to chart from lesson 1.) Second, We have learned about and practiced Attentive Listening skills. What are these skills? (Conduct review & discussion of chart from lesson.) Now it's time to practice another agreement. Do we need one about helping each other reel that what we say is important? (Students respond.) And here's a good question for us to consider: Do we like to be put down when we say something to someone else --or worse to the entire lass? (Students respond.) So...how do we feel when we say something we think is important and someone else puts us down? (Students respond.) What happens when we feel that others are putting us down when we say something? (We stop participating.) Is that how we should work as a classroom community or ohana? So...can we agree that our new agreement can be Appreciate Each Other/No Put-Downs? (Students respond.)

Method: Large group discussions; Validation and summarization on charts; Brainstorming as an exercise

Learning Activity: (25 minutes) The class will experience and practice Appreciating Each Other/No Put-Downs by participating in "Brainstorming" (p 259) Teacher will model and solicit appreciation by encouraging students, to make appreciation statements. See chart mentioned in Review section.

Summary: (Included in Brainstorming lesson.) Evaluation and summary will be based on student responses in Suggested Reflection Questions section of Brainstorming lesson. Additionally, evaluation will be based on whether students transfer this and the previous agreement (Attentive Listening) to other situations. See Attachment 2, p. 124.

Lesson #4

Grade: 6

Time: 2 hours and 45 minutes

Protective Factor: Sets and enforces clear boundaries (rules, norms, laws etc.)

Unit: Establishing Community Agreements
Lesson Topic: Establishing Community Agreements: Right to Pass
Objectives:
1. To review lessons 1, 2 & 3 of this unit:
   - Need for Community Agreements
   - Attentive Listening
   - Appreciate Each Other/No Put-Downs
2. Introduce a new Community Agreement: Right to Pass

Review: (15 minutes)
1. Review and discuss the chart from lesson 1: Need for Community Agreements
2. Review and discuss the chart from lesson 2: Attentive Listening
3. Review and discuss what we learned in lesson 3: "Appreciate Each Other/No Put-Downs"
   - What do we mean by Appreciate Each Other/No Put-Downs ?
   - How do we feel when someone puts us down after we say something?
   - What happens to our classroom discussions or group discussions when someone puts us down for what we have said?
   - If we feel safe --that what we want to say is going to be accepted without put-downs --are we more of less likely to want to contribute to the discussion?
   - How do we feel when our classroom is "safe" to participate in?
   - How can we show each other that we appreciate what's being said? (Refer to Appreciation statements from lesson 3; to attentive listening characteristics chart from lesson 2.)

Methods: Class discussion; Community Circle; Journaling & teacher response to journal entries

Learning Activities: (2 hours 15 minutes) Background: I have chosen to use the "I'm Proud" Appreciation Circle exercise (p. 274) to illustrate and practice Right to Pass because many of the students in my class have difficulty making such statements. Accordingly I expect that some will choose to pass.

Modifications:
1. In addition to using this Tribes lesson plan (30 minutes) students will journal on what they are proud about. I will give the students 15 minutes to journal on this topic and I expect to take about 90 minutes to respond to the journal entries.
2. Before starting the "I'm Proud" Appreciation Circle teacher will review the 3 Community Agreements now in place, emphasizing Right to Pass.

Resources: Charts from previous lessons in this unit; Fresh chart paper and marker pens; Students will need their journals and pens or pencils.

Evaluation: Evaluation of how we are doing with the agreements is on-going during the lesson and throughout the day. Additionally the 90 minutes allocated to read and respond to journal entries is part of the evaluation process.

Summary: (15 minutes) After the "I'm Proud" activity review the 3 agreements and why they are important. This will be a community circle activity during which the teacher will ask students what the agreements are and how we know if we are keeping the agreements. Teacher will summarize and validate student responses by linking what the students say to the charts we have build during the lessons and by constructing a "Looks Like/Sounds Like/Feels Like" Chart for each agreement. The teacher will leave these charts up so students can refer to them while doing the journal portion of the lesson. See Attachment 3, p. 125.

Lesson #5

Grade: 6
Time: 1 hour and 15 minutes
Protective Factor: Sets and enforces clear boundaries (rules, norms, laws etc.)
Unit: Establishing Community Agreements
Lesson Topic: Establishing Community Agreements: Mutual Respect
Objectives:
1. To review lessons 1 through 4 of this unit:
   - Need for Community Agreements
   - Attentive Listening
   - Appreciate Each Other/No Put-Downs
   - Right to Pass
2. Introduce a new Community Agreement: Mutual Respect

Review: (10 minutes) Review and discuss the charts from lessons 1 through 4 of this unit. (Charts will be up on bulletin boards throughout the room so they can be referred to during these lessons and other times throughout the day.)

- Who would like to help us remember our Community Agreements?
- Good. Let's start with why we need them. (Proceed through the agreement charts including the "Looks Like/Sounds Like/Feels Like charts".
- How well have we been keeping these agreements? (Discussion) --Can we agree to do better?

Introduction: (10 minutes) "Well, we are now ready for the last of our agreements. This last one actually glues the other three together, and I suspect it's how we want to be treated. It's really a part of treating each other --and ourselves--with aloha. Can you guess what I'm talking about?"
Let students try to phrase it in their own words, stopping when someone says respect. Then introduce the word mutual as indicating that the respect goes both ways.

Method: Community Circle discussion; Students cite situations in their lives of mutual respect or lack of mutual respect, focusing on feelings

Learning Activity: (45 minutes)

1. (15 minutes) Refer to chart outlining the key points on page 96 (stopping to explain terms students may not be familiar with): "Within the school community this agreement means respect for –Others --no matter what their race, gender, age, color or learning ability; Newcomers from other cities, states or countries; Teachers parents and other caring adults; Personal property and individual privacy; and Individual skills, talents, and contributions." Construct a Looks Like/Sounds Like/Feels Like chart based on student input.
2. (30 minutes) Practice the Community Agreements by doing the "Open Forum" exercise (p. 286) using the second suggested question "How do you select your friends?" Modify this lesson by having students work in pairs of their choice.

Resources: Charts from previous lessons; New chart of above aspects of Mutual Respect prepared prior to teaching this lesson; Chart paper and markers

Evaluation: Evaluation is on-going since the class should be observing all four Community Agreements by the end of the lesson. Additionally the Suggested Reflection Questions in "Open Forum" provide an opportunity for reflective individual and community evaluation.

Summary: (10 minutes) "Wow! Look at what we have accomplished in the past few days. We have agreed to work as a true community by observing our Community Agreements. We should be proud of ourselves. And I know—guaranteed—that we are going to enjoy a terrific year together. Let's all say our four Community Agreements together (teacher points to each one in turn): Attentive Listening; Appreciate Each Other/No Put- Downs; Right to Pass; Mutual Respect
"Now it's time to commit to these agreements. Everyone who agrees to work with these agreements please stand up. (Teacher will confer privately with those who choose not to stand up.) Now let's go around the room and shake hands on this agreement. Everyone shake at least five hands. (Give students time to do this.) Now, let's return to our seats knowing that we have done some terrific work. Imua! (forward!)"
See Attachment 4, p. 126.

Lorraine Char

Lesson #1

Protective Factor: Appreciates the unique talents of each individual
Unit: Self Awareness
Lesson Topic: To better understand yourself
Objectives: When presented with magazines, the students will identify and cut pictures that represent what interests them or things that they enjoy doing.

Introduction & Review: (15 min.)Yesterday, we talked about ourselves and how each of us are unique and special. Let's take a few minutes to review what we talked about.

- How are we alike?
- How are we different?
- Is it okay to be different?

Method: Discovery; Supervised Individual Activity
Activity: (30 min.) Students will peruse the magazines and identify pictures. Then students will cut and paste the items on a piece of paper.
Resources: Magazines; scissors; paper.
Evaluation: (10 min.) Students will form triads and share their pictures, noting uniqueness or each individual
Summary:

- Students will place pictures on the bulletin board.
- Follow-up activity to introduce students in their triads.

- Make reference to pictures on bulletin board to introduce subsequent lessons on self awareness.

Lesson #2

Protective Factor: Develop Self Worth
Unit: Self Awareness
Lesson Topic: To know your strengths
Objectives: Given a piece of paper, the students will develop a list of strengths and a list of areas of improvement.
Introduction: The other day we talked about how each of us are unique. What did we do to show who we are?
Discussion: (10 min.) Refer to board depicting students are. Today, let's think about what makes us strong. What does the word strong mean? Can you tell us what makes you strong? What can we do to be stronger?
Method: Reflection; Supervised Individual Activity; Supervised Group Activity
Activity: (20 min.) On a piece of paper students will draw line down the middle of the paper. On one side write the word "Strengths", on the other side write the word "Stronger".
Resources: Pencil and Paper
Evaluation: (15 min.) Students form triad, share and discuss strengths that they possess and characteristics that may make them stronger.
Summary: (15 min.) Group Discussion
- Students share strengths they possess and strengths they may need to acquire.
- Discuss how it made them feel to recognize their strengths and share with others.

Lesson #3

Protective Factor: Developing Relationships
Unit: Self Awareness
Lesson Topic: To understand the roles in your family
Objective & Introduction: (5 min.) Today we are going to share our families with each other. Using the worksheet in front of you, take a few minutes to think about yourself and the people in your life who are important to you. List these people of the sheet.
Method: Discovery; Supervised Individual Activity; Supervised Group Activity
Activity: (15 min.) Students will list significant people in their lives.
Resources: Pencil and Worksheet.
Evaluation: (15 min.) Students will pair off and share significant people in their lives.
Summary: (20 min.) Discussion
- Who are some of the significant people in our lives?
- How do they affect our lives?

See Attachment 5, p. 127

Lesson #4

Protective Factor: Developing Family Relationships
Unit: Self Awareness
Lesson Topic: To understand the roles in your family
Objective: Follow the directions on the worksheet, then write a short essay on each member of their family. Also discuss the student's role in the family structure.
Introduction: (5 min.) We have discussed the important people in our lives and our relationships with these people. Today, we are going to take a closer look at the people in our family. This worksheet gives you a picture of how you are connected to each of your family members. You may want to fill the circles with the names of your family members or add circles of other family members, for example, grandparents, or aunt.
Method: Discovery; Supervised Individual Activity; Supervised Group Activity
Activity: (30 min.) Students will complete worksheet on their family. Each student will write a short essay on the members of their family and their relationship with each member.
Resources: Pencil, paper, and worksheet.
Evaluation: (30 min.) Students will share worksheet & essay with group members of the triad. (10 min. each member)
Summary:
- Discuss strengths of positive relationships with family members.
- Discuss how we can improve relationships with some family members.

See Attachment 6, p. 128.

Lesson #5

Protective Factor: Sets and enforces clear boundaries (rules, norms & laws)
Unit: Rules and Regulations
Lesson Topic: School Rules
Objective: Using a list of school rules developed in a previous lesson, students will role play positive ways to follow school rules.
Introduction: (5 min.) Today you will get a chance to show us how students can follow the rules of our school. Decide in your groups which rule you would like to enact, develop a script, practice, then each group will present their skit to the rest of the class.
Method: Discovery; Supervised group activity
Activity: (20 min.) Students will develop and practice a skit depicting a rule of their choice.
Resources: Paper and pencil
Evaluation & Summary: (35 min.) Students will present their skits to the class. After each presentation, audience will be asked to identify the rule.

Shigetani, Zena

Lesson #1

Protective Factor: Appreciates the unique talents of each individual.
Unit: Creating a working classroom community
Topic: Self awareness, getting to know each other
Objectives:
1. The night before this lesson, the student will pack a bag with things that show who he/she is, and will pack at least one thing that symbolizes his/her talent or strength for an activity called "What's Your Bag?"
2. The student will be able to share with others his/her talent strength.
3. The student will produce a book about him/herself and will share at an author's celebration with another class.

Method: small group sharing, individual work time
Learning Activity:
DAY 1
10 min.: Line up by birthdays, use this line to group by fives.
15 min.: Each students has 3 minutes to share his/her bag.
5 min.: Line up alphabetically by first name, for new grouping.
15 min.: Sharing again, 3 minutes per student
15 min.: Have students display the contents of their bags on their desks, and give them a chance to walk around and see the bags of those students they weren't with.
DAYS 2, 3, 4, 5, and 6 150 min. cumulative 30 min.:
Each day create 2 pages for individual "me" books.
Topics are as follows:

Self portrait, full name	My birthday
My family members	My favorite color
My favorite food	Things I like to do
What I am good at	Where I Live
My Nationality	Choice of Topic

30 min.: On day 7, have students put their books together. Invite next door classroom, who is also doing the same activity, to visit for an author celebration.
Resources: Student-packed bags, xeroxed book pages
Evaluation: 15 min. Debrief: Name a talent you remember someone having, Is there anyone whose talent you could use?, Is there anyone you'd like to teach you their talent?
Summary: 15 min.: Discussion of: How can knowing someone else's talent help us? Do we all have the same talent? How can knowing all of this about someone else affect the way we treat them?
Time Element: 270 min. total (4 1/2 hrs.)

Lesson #2

Protective Factor: Encourages supportive relationships with many caring others.
Unit: Creating a working classroom community
Lesson Topic: Getting along with and respecting other members of the community.
Objectives:
1. To build inclusion and community.
2. To teach social skills.

Introduction: 10 min.
1. Have the classroom community sit in a large circle.
2. Review TRIBES agreements.
3. Explain and show `umeke lokahi. Tell the kids that I will ask a question of the day and they will answer while they are holding the `umeke, putting their answer in the `umeke.

Method: Community Circle
Learning Activity: 15 min.
1. Ask question of the day: "I feel happy when..."
2. Pass the `umeke around, cover off, and each child will put a positive thought into it about when they feel happy.
3. Repeat until every member has had a chance. Go back around again to give those members who exercised their right to pass another chance.

Resources: `umeke lokahi
Evaluation: 10 min.
Ask, "How did you feel doing this activity in a community?"
Summary: 10 min., question and answer. Ask, "What made you feel a part of the community?"
Time Element: 45 minutes

Lesson #3

Protective Factor: Uses high warmth/low criticism style of interaction.
Unit: Creating a working classroom community
Lesson Topic: Warm fuzzies: giving and receiving compliments
Objectives:
1. To build inclusion
2. To express positive feelings towards others
3. To understand the importance of kindness to others

Introduction: (15 min.) 1. Read the story "Fuzzyland" on page 241 of the TRIBES manual.
Method: TRIBES group
Learning Activity: (30 min.)
1. Discuss and clarify the meaning of the story. Ask questions like, "What is a warm fuzzy? A cold prickly? Why did people in the story need warm fuzzies? Why did people stop giving warm fuzzies freely after the witch cast her spell?"
2. Encourage the TRIBE members to give each other warm

Resources: none
Evaluation: (10 min.) Ask the students, "How did you feel receiving a warm fuzzy?" and, "How did you feel giving a warm fuzzy?"
Summary: (5 min.) "How can giving and receiving warm fuzzies change our community? How can cold pricklies change our community?"
Time Element: 1 hour

Lesson #4

Protective Factor: Sets and enforces clear boundaries (rules, norms, and laws)
Unit: Creating a working classroom community
Topic: Setting rules to help the community run smoothly
Objectives:
1. The students will develop rules and norms that will dictate the atmosphere of the community.
2. The students will identify what behaviors are acceptable/ not acceptable.

Introduction: (5 min.) Today we will be making a contract of rules. Do you know what a contract is? (If not, define) We will brainstorm what rules we want and write it up in a way that we all agree. After that, we will all sign it. This means that we will all be responsible for our own behaviors.

Method: Student-generated comments...whole group.

Learning Activity: (30 min.)

1. Have students sit in community circle and review TRIBES agreements.
2. Brainstorm some rules. (Most rules will be in negative form... "don't do this...don't do that") Record all responses.
3. Ask the students, for each rule, "What should we DO instead of NOT DOING the action." Put in positive form.
4. Rewrite on chart paper.

Resources: chart paper, pens

Evaluation: (10 min) Ask, "Do we all agree? Is there anything to change? Or make better?" Rewrite any changes, have everyone sign.

Summary: (10 min.)
What happens now that we have this contract?
What does it mean to honor our contract?
What may happen if members don't honor our contract?

Time Element: 50 minutes

Lesson #5

Protective Factor: Provides leadership, decision-making, and other opportunities for meaningful participation

Unit: Creating a working classroom community

Topic: Being an active participant in the community

Objectives:
1. To teach a group problem-solving process
2. To analyze alternatives

Introduction: (5 min.) Discuss the types of problems the students encounter during the school day. Tell the tribes that they will have to come up a problem and a list of solutions.

Resources: none

Method: Brainstorming in tribes

Learning Activity: (15 min. in tribes, 15 min. sharing)

1. Have the tribes meet and define a problem and solutions for the problem.
2. Have them come up with ideas of why one solution may be better than the others.
3. Have the tribes share their discussion and decision-making process.

Resources: none

Evaluation: (10 min)

1. What kinds of problems did you encounter while making decisions as a group?
2. How did talking it through as a group help?

Summary: (5 min.) What other decisions can be made in the tribe?

Time Element: 50 minutes

Kathy Heller

Lesson #1

Protective Factor: fosters active involvement between child and adult family members.

Unit: Self/Family

Lesson Topic: personal wishes, desires, dreams, ambitions, and interests.

Objectives: to build inclusion in the classroom community; to present uniqueness of self

Introduction: We've been talking about your feelings, your hopes, your dreams. Today, I'd like you to think of things you and your family would like to have. Let's make pictures of all your wishes.

Method: Individual activity

Learning Activity: Student and adult family member will work cooperatively to produce a collage of dreams, desires, and wishes. Instruct student to use pictures from magazines, catalogs, bulletins, advertisements, to create a personal collage, using outside of bag for public image and interests and desires and the inside for private world. Students may staple their bags shut to ensure privacy. Share outside of bag with classmates. Then

assign students to write a letter to another family member telling what they did, what they want and then share their secret wishes with their family in their letter.

Resources: paper bags, magazines, catalogs, bulletins, advertisements, glue, scissors, and stapler
Evaluation: students will share the collage they crested with their classmates.
Summary: Student will find 2 or 3 other children with similar interests, desires, and wishes.
Time: 60 minutes Adaptation of What's Your Bag, p. 292, TRIBES manual

Lesson #2

Protective Factor: provide opportunities for participation and active involvement
Unit: Ocean
Lesson Topic: Prediction
Objectives: To build inclusion and influence, to encourage critical thinking skills
Introduction: Today I'm going to read you a story. Let's look at the cover of this book and make predictions about what we think this book will be about.
Method: Individual Activity
Learning Activity: Picture walk to make predictions to predetermined point in story to access prior knowledge. Validate predictions during the shared reading. Read the story to the predetermined point...teacher prompts to generate ideas to facilitate thinking and to validate or make personal connections. Students will predict what happens next by illustrations.
Resources: Rainbow Fish, paper, crayons, markers, pencils
Evaluation: Discuss and validate prediction drawings by reading to the end of the story.
Summary: Read the remainder of the story
Time: 45 to 60 minutes
Adaptation of What Will Happen Next, p. 340, TRIBES manual

Lesson #3

Protective Factor: Encourages goal-setting, provides opportunities for participation, and fosters active involvement
Unit: Drug prevention education (Health and Safety)
Lesson Topic: Identification of harmful substances
Objectives: To encourage active decision making, to encourage influence
Introduction: Brainstorm with the entire class the names of harmful substances (caffeine, alcohol, tobacco, and drugs) to the body from previous health lessons and say today I'm going to give you a chance to show-what-you-know.
Method: Individual activity
Lesson Activity: Distribute a sheet of paper with pictures of harmful substances (cigarettes, alcohol, coffee, soda, drugs) to students. Have them indicate the harmful substances by marking, coloring, etc.
Resources: prepared activity sheet
Evaluation: Think, pair, share, discuss; pair again, compare/share/discuss; pair again, compare/share/discuss, until entire class reassembles. Individually, have children draw, cartoon, write warning labels for these harmful substances.
Summary: Each child will again learn which substances harm the body.
Time: 45-60 minutes
Adaptation of Thumbs up, Thumbs Down, p. 321, TRIBES manual

Lesson #4

Protective Factor: provide opportunities for participation
Unit: Self/Family
Lesson Topic: Colors/feelings
Objectives: To build inclusion in classroom community, to encourage expression of feelings
Introduction: Discussion of being aware of our feelings, list feelings and colors that seem to fit those feelings (happy-yellow, pink, orange; angry black, red, brown; sad-blue, white, black, etc.) children select feelings, group according to feelings.
Method: Discovery, individual or group
Learning Activity: Individual groups compose a picture depicting a feeling.

Resources: paint, brushes, paper
Evaluation: Individuals will pair, groups will combine, and discuss and appreciate each other's pictures.
Summary: Reassemble class, appreciate each other's individual or group picture, evaluate which best seems to depict a feeling. Individually, students will write sentences that they associate with those feelings (I am sad when I am home alone; I am happy when I play with my puppy; I am excited when I go to the beach)
Time: 45-60 minutes
Adaptation of What Feelings Do You Have? p. 226, TRIBES manual

Lesson #5

Protective Factor: Provide opportunities for participation, foster active involvement
Unit: Self/Family
Lesson Topic: Colors/Feelings
Objectives: Inclusion, express feelings by using colors

Introduction: Form groups of 3 or 4, give each members sheet of paper, a brush, have each group choose 3 colors
Method: Group discovery
Learning Activity: Have each group member paint a picture using a color that represents how he/she is feeling, refer to What Feelings Do You Have Chart.
Resources: paint brushes, paint, paper, watercolors
Evaluation: Students share and appreciate each others' work
Summary: Re-assemble class, share pictures, have students guess what feeling was being represented by choice of the artist's colors.
Time: 45-60 minutes
Adaptation of Abstract Painting of Feelings, p. 227, TRIBES manual

---

Lesson #1

Protective Factor: Competence; Finding positive qualities
Unit: Guidance/Self Concept
Lesson Topic: Building Self Esteem
Objectives: Students will create a book about themselves by stating a positive quality on each page.
Pre-Lesson Activity: Make a booklet for each student. Have at least six pages inside of book. Use construction paper for cover.
Introduction: Today I am going to read a book entitled I Like Me by Nancy Carlson. While I am reading the book, I want you to think about some positive qualities about yourself. At the end of the story, we will talk about these qualities. (10 min.)
After reading book, discuss some positive qualities that the characters in the story possessed. Ask students what kind of positive qualities they have that are similar to the characters. Using chart paper, write some of these qualities down. (15 min.)
Now that we have discussed some positive qualities, you will create your own book about yourself. You will write what you like, and illustrate a picture to match. When you are done, we will share it with the class, and you will take it home to share with your family. (5 min.)
Method: Discovery
Learning Activity: Students will be given a booklet. On each page, they will write and illustrate a positive quality about themselves. (30 min.)
Resources: Students may ask a friend to help them find a positive quality, or they may refer to chart paper.
Evaluation: Students will share their books with their classmates. After reading a book, their class mates will state another positive quality they liked about the author. Students will then take book home to share with their family. (30 min.)
Summary: Class discussion. Today we made a book about positive qualities about ourselves. What did you learn about doing this activity? Did you notice any similarities or differences? Is everyone the same? (15 min.)
Materials: Crayons, Pencil, Paper (for booklets), I Like Me by Nancy Carlson

Lesson #2

Protective

Factor: Life Skills
Unit: Conflict Resolution
Lesson Topic: Making decisions
Objectives: Students will use their conflict resolution skills to solve various situations in small groups
Pre-Lesson Activity: Create situation cards for age appropriate students. For example, "You let your best friend borrow your crayons to take home. The next day when you ask for it, she tells you that her little brother broke all of them and she doesn't have any money to buy you a new set. How does this make you feel? What would you do?"
Introduction: Today we are going to discuss making decisions. What are some things we can do make good decisions. Chart answers on to chart paper. (Depending on age, students may need help). With this decision making chart, you are going to hear different situations. I am going to break you up into small groups. You and your group must come up with a decision of what you are going to do. After we will share our answers with the whole class. Use the decision making chart to help come to a resolution. Give an example to students to practice. (20 min.) Break students into groups of no more than 5.
Method: Discovery and past experience.
Learning Activity: Teacher will give situation cards to students. Teacher will also read the card aloud. After each card is read, the teacher will give groups about 5-7 minutes to come up with a decision. When the decisions are made, teacher will discuss the reasoning for each decision, as well as the similarities & differences found between the groups. (30 min.)
Resources: Decision making chart and situation cards.
Evaluation: As the groups are making decisions, teacher will evaluate students based upon their cooperation and participation. Students will also evaluate themselves and their group through journal writing. (20 min.)
Summary: Discussion. Today we learned how to make decisions. What did you like about working in groups? What was difficult? What would you do to prevent some of the situations we talked about today? Did the decision making chart help? (20 min.)
Materials: Chart paper, index cards, pencils, pens and student journal

Lesson #3

Protective Factor: Perseverance
Unit: Feelings
Lesson Topic: Expressing Feelings
Objectives: Students will create and share a book describing their feelings.
Pre-Lesson Activity: Make one booklet for every student in your class. Make a sample book to share with your students as well.
Introduction: Today I am going to read you a book entitled, Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst. What do you think this book will be about? I want you to pretend that you are Alexander. Think about all the different kinds of feelings he will deal with. At the end of the story we will discuss these feelings. (15 min.)
Now that we are done reading the story, what kinds of feelings do you think Alexander was going through? Why?
What are some other kinds of feeling can we have? What happened to Alexander at the end of the story?
Use chart paper to write down students answers. Now, you are going to make your own book about feelings. I have made one about my feelings. For example, "I feel hurt when people tease me." (15 min.)
Method: Prior experience and discovery
Learning Activity: Students will create their own book based upon their feelings. (30 min.)
Resources: Students may use the chart paper with different types of feelings, but they must think of their own reason why they might feel that way.
Evaluation: Students may voluntarily share their books with the whole class or share with a friend. (15 min.)
Summary: Today, we talked about different kinds of feelings. Is it okay to feel like this sometimes? What are some different ways we can feel? Do you know anyone else with these feelings? In your journal please write what you have learned. (15 min.)
Materials: Chart paper, crayons, pens, pencils, and student journal
Alexander and the Terrible, Horrible, No Good, Very Bad Day.

Lesson #4

Protective

Factor: Perseverance
Unit: Feelings
Lesson Topic: Making yourself feel better
Objectives: By working in a group, students will come up with alternative ways to make themselves feel better
Introduction: The other day, we talked about different kinds of feelings. Do you remember what kinds of feelings there are? Is it okay to feel this way? Well today, we are going to talk about things we can do so we don't feel this way. I will be breaking you up into your groups. Your task is to find different things we can do to make ourselves feel better without hurting anyone. For example, I wrote in my book that I feel hurt when people tease me. What can I do to make myself feel better? Write on chart paper student responses. (20 min.)
Method: Discussion, discovery, and past experiences.
Learning Activity: In your groups, you will be given three different feelings. Your group will write on chart paper several activities which can be done to promote or change these feelings. (30 min.)
Resources: Student responses, chart paper, prior experiences.
Evaluation: When groups are done, they will share with the class the different solutions they came up with. They will also discuss the process the group used to come up with their solutions. (20 min.)
Summary: In student's journal, they will write what they have learned about doing this activity. Questions posed to students may include, "What are some activities you can do when you are really mad at someone?", or "What can you do when you are happy?" (20 min.)

Lesson #5

Protective Factor: Life Skills/Making good decisions
Unit: Drug Prevention
Lesson Topic: What is a Drug?
Objectives: Given a set of pictures, students will determine what is a good/bad drug. They wilt use their decision making skills to determine if the situation is appropriate to use a drug.
Pre-Lesson Activity: Find pictures of various types of drugs.
Introduction: Today we are going to learn about drugs. Do you know what drugs are? Chart student responses. Well, there are two different kinds of drugs. There are drugs that can help you feel better and there are drugs that destroy your body. First what are some drugs that help you feel better (i.e. drugs that are prescribed). Chart student responses. Although these drugs help you feel better, there are some people who use it inappropriately. When these drugs are used inappropriately, we call this "abuse". Depending on age, this may need further discussion. Next, what are some drugs that are bad for you? Chart student responses. Now you will be working in your groups. You will be given a set of pictures. a set of pictures. Your group has to determine whether or not this drug is considered good or bad. After all the groups have put their pictures in the appropriate category, I will give you a situation and your group will decide if this student is abusing drugs or not. (20 min.)
Method: Cooperative learning, prior experience, and decision making .
Learning Activity: Cooperative learning. Read aloud a situation where drugs are to be taken. Allow each group about 3-4 minutes to decide if this person is abusing drugs. Create a discussion among the class and their decision making. (30 min.)
Resources: Prior experiences and discussions.
Evaluation: Today, we learned about different kinds of drugs. Why do you think it is important for us to learn about this? Is taking drugs safe? What would you do if someone offered you drugs? (20 min.)
Summary: In your journal, please write the importance of this lesson. What would you do if you were placed in one of these situations? How can you help someone who might be abusing drugs? (20 min.)

Jamie L. Low

Lesson #1 (1 hr. 10 min.)

Protective Factor: Supportive Environment
Positive Expectations
Active Participation
Unit: Team Building
Lesson Topic: Creating Class Agreements

Objectives: Given time to brainstorm students will create a list of agreements that they will be expected to follow in order to maintain a safe and supportive community within their classroom.

Introduction: (5 min.) We will be together, as a class, for the school year. How can we make this classroom a place that we will want to come to every morning? Do you think you would want to come if people were mean and hurt you or would you enjoy coming to school if people were kind and treated you nicely? I would like you to think of how you would like to be treated in class by me and by your classmates. What do you think will be fair? (as you will have to do the same for others.)

Method: Group discussion; Brainstorming; Categorizing; Prioritizing

Learning Activity: Group discussion (10 min.)--students will give a few ideas as to what they would see, hear, and feel in a safe and supportive classroom.

(see)	(hear)	(feel)
happy faces	no yelling	good
cooperating	nice talking	happy
working		safe

If this is what we want to see, hear, and feel in our classroom how can we make this happen? What are the things we need to do in order to make our class safe and happy? (i.e.: Say nice things to each other. Keep our hands and feet to ourselves.) **Brainstorming in a group of 3 or 4 (20 min.)** Write each idea on a separate post it note. **Categorize (20 min.)** Students will place post-its on the board next to other post-its similar to theirs. (i.e.: No punching. Don't hit. Don't kick.) Have the class name the category. Ask students to word agreement so that it's in the positive. (i.e.: Keep hands and feet to yourself.) **Prioritize (10 min.)** It's possible that the students will come up with many different agreements. It will be important to have them decide which ones are absolutely necessary or maybe combine a few to fit a larger category.

Materials: chart paper, post-it type notes, markers

Evaluation: Observations while students are in large group discussions and small groups. (Contributions, participation, etc...)

Summary: Question and Answer (5 min.)
Point #1: Why do we need to make classroom agreements?
Point #2: What is important so that we will want to come to school?
Point #3: What will you do to make others want to be here?

Lesson #2 (55 min.)

Protective Factor: Self-Worth

Unit: Self- Esteem

Lesson Topic: My Shield

Objectives: Given guidelines students will create a personal shield which reflects their interests, favorites, family, etc

Introduction: (5 min.) Every one of you in this room are different. Today, we are going to share some of the things that make us unique.

Method: Supervised Individual Activity; Group Sharing-Community Circle

Learning Activity: (25 min.) Students will be given time to work at their desk to create a personal "shield" which reflects their interests, favorites, family, etc. Each student will be given a worksheet to draw, color & write on. (see Attachment A) **Community Circle: (20 min.)** Students will sit on the carpet in a circle and share their "shields" following our group agreements.

Materials: shield worksheets (see Attachment A), crayons, markers, pencils

Evaluation: Observations while students are working and sharing.

Summary: Question and Answer (5 min.)
Point #1: Is any shield in the room exactly the same as another? Why?
Point #2: Is it okay for us to be different? Why?
Point #3: Did anyone have the same things on their shield as someone else? (Maybe this person would be a nice person to get to know or to work with in the future.) See Attachment 8, p. 129.

Lesson #3 (1 hr. 20 min .)

Protective Factor: Relationships

Unit: Team Building
Lesson Topic: Group Banner
Objectives: Given time and materials the students will be able to come to a consensus as to a group name and banner design which will be displayed as a way to recognize their particular group.
Introduction: (5 min.) During the week we have become acquainted with our classmates. Now that you have formed tables I would like for you to become a "team". You will be doing many activities and projects together as a team. All teams that are successful have a name. Think of your favorite teams (have them name a few). Thinking of something you have in common with your group may help you figure out a name. (i.e.: favorite animal, group, team, etc...) Write down all of the ideas you have for a team name.
Method: Group Discussion/brainstorming; Voting; Group Work
Learning Activity: **Brainstorm (15 min.)** Group will brainstorm and record any ideas generated by group members.
Voting (10 min.) Group will vote on one name they would like to be called.
Banner Planning (20 min.) Group will be given a sheet of practice paper on which they will plan their banner (to include the group name and a logo/picture). At this time group will also decide who will take what "kuleana"-- responsibility in the creating of this banner
Banner Creating (30 min.) Using the desired medium, group will use plans to create a banner that depicts their group members.
Materials: paper, crayons, pencils, markers, paints, scissors, glue
Evaluation: Observations and notes taken during entire group process. Outcome: banner
Summary: Question and Answer (10 min.)
Point #1: Does everyone belong to a group? How would it feel if you were the only one not in a group? (left out, sad, alone, etc...)
Point #2: How did the planning go for your group? Were there any problems? What went well?

Lesson #4 (1 hr. 45 min.)

Protective Factor: Supportive Environment
Active Participation
Positive Expectations
Unit: Neighborhoods
Lesson Topic: What's in a Neighborhood?
Objectives: Given their background experience and the example in the story, students will be able to compare and contrast elements of their Nanakuli neighborhood and of the make-believe neighborhood in the book by Leah Komaiko-- My Perfect Neighborhood.
Introduction: (5 min.) While reading this story My Perfect Neighborhood by Leah Komaiko, I'd like for you to think of your neighborhood. Think of how your neighborhood is the same and how it is different than the neighborhood described in the story. (At this point I would have them look at the cover of the book and make any predictions on what they think this story might be about.)
Method: Read Aloud; Individual Supervised Activity; Group Discussion; Community Circle; Comparing and Contrasting
Learning Activity: **Read Aloud (20 min.) Group Discussion (10 min.)** Tell me of the parts in the book that were similar to your own neighborhood. What things were different than what you'd find in your neighborhood? Allow for discussion/brainstorming-jotting down notes on chart paper or on the board as necessary. Why do you think neighborhoods have different things in them? (needs?)
Compare/Contrast (20 min.) Using a Venn Diagram on chart paper allow the students to place their responses where they feel appropriate. (Depending on their writing skills you may need to write for them as they tell you where to place responses.)
Individual Supervised Activity (30 min.) Using folded construction paper, have students create a In My Neighborhood mini-book. They can draw a picture and write a sentence on each page to describe elements of their neighborhood (does not necessarily have to be true to the neighborhood they live in-- could be made-up.)
Community Circle (20 min.) Allow students to share their story with the rest of the class.
Materials: Exploring Our World: Neighborhoods and Communities by Kathleen M. Hollenbeck; My Perfect Neighborhood by Leah Komaiko; construction paper; chart paper; pencils; crayons; markers
Evaluation: Teacher Observations; Participation; Mini-Book
Summary: Question and Answer (5 min.)
Point #1: Are all neighborhoods the same?

Point #2: What are some things that might make a neighborhood different?
Point #3: Neighborhoods are different because they have different people with different needs.

Lesson #5 (1 hr. 10 min.)

Protective Factor: Supportive Environment; Active Participation; Positive Expectations
Unit: Neighborhoods
Lesson Topic: Creating a Safe Community
Objectives: Given their background knowledge and the proper materials, students will create a model of a community or neighborhood taking into consideration the needs and safety of community members.
Introduction: (5 min.) We know what's in our own neighborhood and we understand that there are certain laws and rules that we all have to follow as members of the community to keep our neighborhood safe. What if the mayor of the city asked you to build a neighborhood and gave you all of the materials you needed to build this neighborhood? I am going to be the mayor and ask just that of you and your table members. You will all be on the planning committee and will be responsible to turn a plan in to me in order to get the supplies you need to start.
Method: Group discussion; Brainstorming; Small group cooperation
Learning Activity: **Group discussion (10 min.)** What type of things keep our neighborhood safe? (street lights, crosswalks, police station, fire station, etc...) What other places are necessary to have in a community? (stores, bank, post office, etc...) Think of making it easy to get places needed in the neighborhood. **Brainstorming in small group (20 min.)** Use this time to plan your neighborhood. Decide as a group what will be important to have in your plan, where buildings and things will be placed and what type of safety feature you will have in you neighborhood. You will need to provide me with a list of materials you will need to successfully build your neighborhood. (Pass out materials as groups complete their plans.) **Group Cooperation: Building of the Neighborhood (30 min.)** Using the plan your group has made, build your neighborhood-- be sure that everyone has a part in its creation.
Materials: construction paper, chart paper, empty boxes, crayons, markers, glue, scissors
Evaluation: Teacher Observations during discussions, planning and building; Elements of the final product (plans, neighborhood)
Summary: Question and Answer (5 min.)
Point #1: When planning a community what needs to be considered?
Point #2: Why is it important to consider those things you mentioned?

Lesson #1

Protective Factor: Sociability/ability to form positive relationships
Unit: Improving Social Skills
Lesson Topic: Using Body Basics
Objectives: Given five steps which indicate to another person that you are interested in what they are saying, the student will be able to role play with a partner those appropriate body basic skills.
Introduction: (15 minutes)

A. You will be introduced and learn today the appropriate actions which show others that we like them and are interested in them. It is important to learn the body basics well, because we will use them in everything we do with others.
B. What are body basics? We can remember them by the word FEVER.
   1. Face the other person.
   2. Use Eye contact.
   3. Use appropriate Voice.
   4. Use the right Expression.
   5. Use the right body posture- Relax.
C. There are certain things you need to remember to do and not to do when using body basics. Who can share things we should do? Who can share what we shouldn't do? (List all responses on the board).

Method: Individual practice; Supervised role plays
Learning Activity: (30 minutes) Select two volunteers to conduct a role play in front of the group. Use student generated scenarios to the greatest extent possible. Have group members provide feedback. Continue until all students had the opportunity to role play.

Materials: Display a classroom poster listing the steps of FEVER. Display in a prominent place in the classroom.

Evaluation: (20minutes)

1. How did _____follow the rules today? Did he/she....?
2. How did _____do on his/her personal goal?
3. Besides the rules, what was one thing that _____did that you liked?(Incorporating TRIBES process, use as many I-statements, such as, "I thought it was good when you remembered to use eye contact when you started a conversation)"
4. What could _____have done better?

Lesson #2

Protective Factor: Problem Solving

Unit: Improving Social Skills

Lesson Topic: Solving problems

Objectives: The students will think of alternatives to a problem and decide on the best one.

Introduction: (15 minutes) Read this poem to the class:

Problems, problems every day.
Solve them in a friendly way.
Do we talk or do we fight?
Try to do whatever's right.
If we talk the problem out,
We won't have to yell and shout,
If we solve it on our own,
We will feel that we have grown.

Learning Activity: (15 minutes) Identify skill components:

1. Identify the problem.
2. Identify different ways to solve it.
3. Find out what can happen after trying each solution.
4. Decide what is the best thing to do.
5. If it doesn't work, learn to try another solution.

Teacher to model the five skill steps, and decides what to try as a solution when the door to the room is stuck.

Method: Behavioral rehearsal; Supervised role plays

Learning Activity: (30 minutes) Select two pairs of children and two individual children to role play. The two pairs of children will role play solving the following problems:

a) having one ruler between them.
b) wanting to take the same book from the library.

The two individual students will role play:

a) trying to find a quiet place to do homework
a) b) what to do if they accidentally tear their paper with handwritten notes. After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role play with corrections

Materials: None

Evaluation: (20 minutes) Children should discuss what alternative solutions they can use to solve the problems from the role plays.

Literary Follow-up: Brown, Marc, Arthur's Teacher Trouble. New York: Joy Street Books, 1989.

Lesson #3

Protective Factor: Impulse Control

Unit: Improving Social Skills

Lesson topic: Using Self- Control

Objectives: Given five steps which help the student to have self-control, the student will be able to demonstrate those skills in a safe environment, which in turn will hopefully generalize to other situations.

Introduction: (30 minutes)

A. We have talked a lot about solving problems. The steps we learned are important because they can help us to use self-control when we are faced with a problem. What are some times that you lose control? (Generate as many situations from students as possible, and offer the following examples.)

1. When we get angry, disappointed or frustrated.
2. When we do not get our way.
3. When we fight, argue, or yell at someone.

B. What happens when you lose self-control? Generate as many ideas from students as possible (identify the following examples as consequences of losing self-control)
   1. We get into trouble with our parents or teachers.
   2. We do not get along with other kids; we lose friends.
   3. We do not feel good about ourselves.

C. Why is it important to use self-control? Generate as many ideas from students as possible and offer the following examples.
   1. To get along with others.
   2. To feel better about ourselves.
   3. 3. To solve problems calmly and keep friends.

Learning Activity: (45 minutes)

D. Just as there are steps for solving problems and other skills, there are also steps for using self-control. The steps for using self-control are the same as for solving problems. If you know and follow the rules, you can use self-control with friends in a friendly and appropriate manner, just like you can solve other problems. (Emphasize that students have control over their social behaviors.)

E. Steps for using Self -Control (Display a classroom poster)
   1. Stop, take a deep breath, and count to five.
   2. Decide what the problem is and how you feel.
   3. Think about your choices and their consequences (identify the following possible choices):
      - ignore the situation
      - tell yourself "It's OK."
      - tell yourself to relax.
      - speak calmly.
      - compromise
      - say how you feel, using I-statements.
   4. Decide on your best choice.
   5. Do it.

F. Discuss the steps of using self-control, using a specific example from a student.
   1. What is the problem?
   2. What are your choices? (generate a list and write on the board)
   3. What might happen if you choose _____? (identify these as consequences; write them on the board.)
   4. What is the best thing to do?
   5. Act out your best choice, using body basics.

G. Inform students that there are certain things they need to remember to do and not do when using self-control. Time permitting, have students generate as many do's and don'ts as possible. Write all responses on the board.

H. Model the skill with one leader demonstrating using the self-control with a co-leader or group volunteer. Use the think-aloud process by vocalizing the steps as they are being demonstrated

I. Assess and discuss demonstration of specific problem solving/self-control steps. Include an assessment of the body basics that were used as well.

Method: Individual practice; Supervised role plays

Learning Activity: (20 minutes)

II. Select two volunteers to conduct a role play in front of the group. Use student generated scenarios to the greatest extent possible. Have group members provide feedback. Continue until all students had the opportunity to role play.

Materials: Display a classroom poster listing the steps of self-control. Display in a prominent place in the classroom.

Evaluation: (20 minutes)
1. How did _____follow the rules today? Did he/she....?
2. How did _____do on his/her personal goal?
3. Besides the rules, what was one thing that _____did that you liked? (Incorporating TRIBES process, use as many I-statements, such as, "I thought it was good when you remembered to use eye contact when you started a conversation"

Lesson #4

Protective Factor: Flexibility/ Can Adjust to change

Unit: Improving Social Skills

Lesson Topic: Accepting Positive or Negative Changes

Objectives: The student will be able to understand and accept changes whether positive or negative When the student learns to accept changes, it will help to prepare him/her for a better life in the future.

Introduction: (15 minutes) Ask the class if they know of anyone who broke or sprained a limb. How did their injury affect their life. For example, if someone broke their leg playing soccer, their life would change in many ways. They would have to stop playing soccer and other physical activities. Discuss how they would feel. What would happen if this person could not accept the change? If he/she accepts the change, what new things could they learn to do?

Identify skill components:

1. Understand that change is unavoidable.
2. Realize that everyone experiences change.
3. Accept that change does occur.
4. Recognize that change can be exciting.

Method: Behavioral Rehearsal

Learning Activity: (45 minutes)
Relate a story of teaching a lion raised in captivity to return to the wild. Discuss changes which will have to occur in the lion's behavior so that he/she can survive. He/she now has to catch food, defend themselves against other animals and men, find shelter, etc.... What would happen if the lion could not accept these changes or adapt to his/her new environment? Select three different students for each role play situation, one of the students to act as the teacher.
Role Play:

a) Teacher gives surprise quiz.
b) An assignment that was due on Friday will not be due until Monday.
c) PE has keen canceled for the week.

After each role play, reinforce correct behavior, identify inappropriate behaviors, and reenact role plays with corrections.

Materials: magazines, scissors, glue, newspaper, paper
Have students make a "changes collage". They are to cut out pictures representing changes, (new building, new haircut, etc....) to make a collage.

Evaluation: (20 minutes) Have each student share their collage and discuss how they have dealt with change in their life.

Lesson #5

Protective Factor: Self Worth; Feelings of self worth

Unit: Improving Self image

Lesson Topic: Feeling Good About Oneself

Objectives: The student will tell three things they can do well, and explain why they feel they are good at doing them.

Introduction: (15 minutes) Discuss the importance of feeling good about oneself. Ask how persons might feel if they don't feel good about themselves.

Identify skill components:

1. Think about the things you can do well.
2. Choose three things.
3. Tell what they are, and give reasons why you feel you can do them well.

Method: Behavioral Rehearsal

Learning Activity: (45 minutes) Select a volunteer student to ask you to describe three things you do well. The teacher can then demonstrate how one goes about expressing these three things in sentences. Have students volunteer to role play. Ask students to name three things they can do well, and explain in complete sentences why they think they do them well. After each role play reinforce correct behavior, identify inappropriate behaviors, and reenact role plays with corrections.

Evaluation: (20 minutes) Have each student share their assignment with the group. Have students add to the presenting students list.

Patricia T. Arizo

Lesson #1

Protective Factor: Perseverance, Values and encourages education, Encourages goal-setting and mastery, Appreciates the unique talents of each individual

Unit: Storytelling and Puppetry

Lesson Topic: Using puppets when reading stories to preschoolers with special needs.

Objectives: Given a story and puppet, participants will plan how students make their own puppet, and practice use of the puppet to encourage active student participation during storytelling. Stories: Caps for Sales, Where the Wild Things Are, or Swimmy

Introduction: Demonstration of using caterpillar puppet while reading the story The Very Hungry Caterpillar (10 min.) Working in small groups, choose one of the three stories to use with accompanying puppets. Plan a center activity where students will make their puppet, then practice how teacher and students will manipulate the puppet while reading the story. What strategies and questions will you incorporate to encourage language, comprehension and thinking skills? (5 min.)

Method: Inservice for Teachers and Educational Assistants; Groupwork

Learning Activity: Divide into groups of 5-6, choose a story. Assign recorder, timer, reporter to role play as teacher. Work in groups to plan center activity for students to make puppets. Identify fine motor and cognitive skills students will practice. Plan introduction of activity to students, how they will use the puppets, questions and strategies to use while reading story to develop comprehension and language, and what social skills and classroom behaviors you can reinforce and teach. Be ready to share your presentation with the large group-- one member to be teacher reading story and/or manipulating puppet, others as students manipulating their puppets. (30 minutes)

Resources: Outline of lesson plan to be completed

Evaluation: Small groups will present their story for the large group (30 minutes)

1. Comments, suggestions and questions regarding presentations
2. What strategies/questions were most effective?
3. What social skills and classroom behaviors were taught/reinforced?

Summary:

1. Comments and questions regarding planning of lessons/presentations.
2. What other stories might be appropriate for utilizing puppets?
3. What characteristics do you look for in an appropriate story? (15 minutes)

Lesson #2

Protective Factors: Humor; Promotes close bonds; Values and encourages education, Uses high warmth/low criticism style of interaction; Expresses high, and realistic expectations for success; Provides leadership, decision-making and other opportunities for meaningful participation; Appreciates the unique talents of each individual

Unit: Working with Parents

Lesson Topic: The parent conference.

Objectives: Given formal/informal assessment data, classroom observations, and work samples, teacher will identify critical areas to address at the parent conference, schedule and hold the conference.

Introduction: We will identify the data that will be useful in organizing information about the student to share with parents at a 30 minute conference, then follow up after the conference to evaluate effective components and areas to improve.

Method: Meetings between teacher and support staff; Individual Activity

Learning Activity:

1. Teacher and support staff meet to discuss plan for the parent conference: (20 minutes)
2. Teacher completes the following areas:
    a. Gather the reports, IEP, and assessment data available
    b. Gather information from educational assistant, and/or other school/related service personnel that work with the student.
    c. Collect student's work samples, photographs, tapes, etc.
    d. List the areas, skills, behaviors, concerns and questions you feel describe the student's current functioning level. Include strengths, and areas of concern, special moments, unique characteristics, friends, favorite activities, etc.
    e. Organize the data collected to address student's progress
    f. Identify positive statement for welcoming and closing of conference. (60 minutes)
3. Teacher and support staff meet to review information gathered. (30 minutes)

4. Teacher schedules and conducts parent conference. (30 minutes)

Resources: Planning/follow up meetings with teacher and support staff; Handouts on parent conferences

Evaluation: Teacher and support staff meet to evaluate conference. (30 minutes)

1. How was overall tone of conference?
2. What did you feel good about? What worked?
3. What would you do differently at the next conference?
4. How did you encourage parent participation?

Summary: How important was planning in the success of your conference?

Protective Factor: Expresses high, and realistic, expectations for success; Encourages goal setting and mastery; Appreciates the unique talents of each individual

Unit: Developing Individual Education Programs (IEP) for Preschoolers

Lesson Topic: Writing appropriate goals and objectives

Objectives: Given the present levels of performance for a preschool student with special needs, participants will identify and write developmentally appropriate goals and objectives, using criteria established in the state guidelines.

Introduction: At an IEP conference, development of accurate present levels of performance is critical to identifying appropriate areas to be addressed as goals and objectives. Once identified, measurable objectives must be include a condition, terminal behavior and criteria.

Method: Inservice for teachers and educational assistants; Groupwork

Learning Activity: Divide into groups of 4 - 5.
Choose a recorder, reporter and facilitator
Record goals and objectives on chart paper.

1. l. Using present levels of performance, as well as any additional data from participants at the IEP conference, identify areas of concern by comparing student's skills to those of other typical students of the same age in the same community.
2. Specify overall goals to be improved. (Cognitive, fine or gross motor, speech/language, social-emotional/classroom behavior, self help, etc.) (20 minutes)
3. Identify specific skills under each goal which need to be addressed. Be sure to include all three components of a measurable objective.
   a. Condition - Under what conditions will task be presented?
   b. Terminal Behavior - What skill will the student perform?
   c. Criteria - What is the mastery level for completion? (30 minutes)

Resources: Hawaii State Individual Education Program Procedural Guidelines

Evaluation: Groups will share the goals and objectives they identified for student. Post goals and objectives on wall. Considerations: (30 minutes)

1. Were all appropriate goals identified?
2. Are specific objectives appropriate to the goals?
3. Do objectives contain the three components?
4. Are objectives skills that are delayed in comparison to the typical child of the same age in the same community?
5. Are objectives measurable?
6. Are goals and objectives unique to this student's needs?

Summary: How do you determine skills need to be addressed on a student's IEP? What are the three components that make up a measurable objective? (10 minutes)

Lesson #3

Protective Factor: Expresses high, and realistic, expectations for success; Encourages goal-setting and mastery; Appreciates the unique talents of each individual.

Unit: Developing Individual Education Programs (IEP) for Preschoolers

Lesson Topic: Writing appropriate goals and objectives

Objectives: Given the present levels of performance for a preschool student with special needs, participants will identify and write developmentally appropriate goals and objectives, using criteria established in the state guidelines.

Introduction: At an IEP conference, development of accurate present levels of performance is critical to identifying appropriate areas to be addressed as goals and objectives. Once identified, measurable objectives must include a condition, terminal behavior and criteria.

Method: Inservice for teachers and educational assistants, Groupwork

Learning Activity: Divide into group of 4 – 5.
Choose a recorder, reporter and facilitator.
Record goals and objectives on chart paper.
(20 minutes):

1. Using present levels of performance, as well as any additional data from participants at the IEP conference, identify areas of concern by comparing student's skills to those of other typical students of the same age in the same community.
2. Specify overall goals to be improved. (Cognitive, fine or cross motor, speech/language, social-emotional/classroom behavior, self help, etc.)

(30 minutes):

3. Identify specific skills under each goal which need to be addressed. Be sure to include all three components of a measurable objective.
   a. Condition – Under what conditions will task be presented?
   b. Terminal Behavior – What skill will the student perform?
   c. Criteria – What is the mastery level for completion?

Resources: Hawaii State Individual Education Program Procedural Guidelines

Evaluation: (30 minutes)
Groups will share the goals and objectives they identified for student.
Post goals and objectives on wall.
Considerations:

1. Were all appropriate goals identified?
2. Are specific objectives appropriate to the goals?
3. Do objectives contain the three components?
4. Are objectives skills that are delayed in comparison to the typical child of the same age in the same community?
5. Are objectives measurable?
6. Are goals and objectives unique to this student's needs?

Summary: (10 minutes) How do you determine skills that need to be addressed on a student's IEP?
What are the three components that make up a measurable objective?

Lesson #4

Protective Factor: Expresses high, and realistic, expectations for success; Encourages goal setting and mastery; encourages pro-social development of values and life skills; Provides leadership, decision-making, and other opportunity for meaningful participation; Appreciates the unique talents of each individual; Perseverance

Unit: Social Skills

Lesson Topic: Trying Your Best

Objectives: After listening to the story, The Little Engine That Could, students will identify ways they work hard.

Introduction: We are going to read a story about trying your best. Remember when we were making our tower and it kept falling down? We tried again and again until we made it stand tall ! (Give a couple other examples of children in the class who tried hard to do something.) We are going to read a story about a little engine that tried very hard. Look at the picture of this train. A train has many cars. Which one is the engine? Where is the engine of the train? The engine pulls all the cars. Let's see what happens to this engine. (5 minutes)

Method: Group storytelling with preschoolers; Individual art activity in art center.

Learning Activity:

1. Read story to class.
2. Re-read story. Use cloze procedure and have children fill in key words. Name animals and toys. Talk about pictures and what is happening. Encourage children to predict what is happening on the next page. Ask the children to identify something they "think they can do".
3. Look at this picture of the train. What shapes do you see? Help children to name parts of the train--bell, wheels, windows, lights, smokestack. Point out puffs of smoke. (20 minutes)
4. Center Activity - Here are papers for children to make their own trains. Glue them on a big piece of paper. Have an adult help children finish the statement "I think I can ...", in the puff of smoke. (15 minutes)

Resources: The Little Engine That Could, illustrated by Cristina Ong, from the original story by Watty Piper

Evaluation: Teacher to evaluate activity at end of day.
Did students sit and listen to story?
How did students participate in retelling story?

Did students complete a train picture? (20 minutes)

Summary: Before going home for the day, review story. Today we read a story about trying very hard. You worked really hard today and make your own trains. Point out how children worked hard at their pictures, by cutting, coloring, gluing, writing, etc. Show completed pictures and have students identify special things about their work and what they put in their puff of smoke. (10 minutes)

Lesson #5

Protective Factor: Encourages supportive relationships with many caring others; Expresses high, and realistic, expectations; Encourage pro-social development of values and life skills; Appreciates the unique talents of each individual

Unit: Social Skills

Lesson Topic: Sharing

Objectives: After listening to the story, The Rainbow Fish, students will identify ways they can share with others and how it feels to share or not share.

Introduction: Do you remember when it was Jenny's birthday and she shared her stickers with all of us? How did that make you feel? How did you feel Jenny? Do your friends want you to share when you don't want to? How do you feel? In our story, the little fish does not want to share. Let's see what happens. (5 minutes)

Method: Group storytelling to preschoolers
Individual activity in art center.

Learning Activity:

1. Read story to class.
2. Review story, encouraging discussion labeling feelings. (10 minutes)
3. Give each student a Happy/Sad faced puppet. Identify a simple "sharing" situation and have students hold up the happy face or the sad face to indicate the associated feeling.
4. Share Rainbow Fish puppet, that students will make in center time. (5 minutes)
5. Art Activity - During center time, have materials available for students to make their own Rainbow Fish. Use 2 paper plates, cutting a section off so that when put together, the student's hand will fit inside, which they can paint blue, for the body. Have construction/tissue paper available to cut and glue, for the fins, eyes, mouth. Precut a foil scale for each student's fish. Have students dictate to an adult, something they can share, and have it written on their fish. Display all fish on the bulletin board. (15 minutes)

Resources: The Rainbow Fish, by Marcus Pfister, Adapted by J. Alison James

Evaluation: Teacher to evaluate activity after school.
Did students sit and listen to story?
How actively did students participate in retelling of story?
Could students identify happy vs. sad situations?
Did students make their own fish?
Did students talk about story with their fish? (20 minutes)

Summary: In group, review ways that sharing occurs in the class. How does their family share? Have children share their fish with the class, and something that they will share with a friend the next day. (10 minutes)

Barbara Miyamoto

Lesson #1

Protective Factor: Individual Factors: Relationships, perceptiveness, positive view of personal future, flexibility, perseverance
Environmental Factors: promotes close bonds, encourages supportive relationships with many caring others, decision-making, and other opportunities for meaningful participation, appreciates the unique talents of each individual

Unit: Visions of Tomorrow

Lesson Topic: Developing a vision of Wai`anae

Objectives: Given descriptions of various communities the student will be able to formulate his/her ideal community, detailing the physical, social, and emotional composition.

Introduction: This week we have been describing communities that we have on this island as well as the neighboring islands. We have discussed both the positive as well as negative points of each of the communities. We valued the opinions of all who participated in the discussions as we stated that everyone has their ideas of what they would like to see in their communities. Today we will each develop our communities. Although we are unable to change the communities we live in, in a flash we are able to depict pictorially this special

community given an array of art supplies. (5 minutes)

Method: Reflecting creatively; Supervised individual activity

Learning Activity: Students will create a community utilizing an array of art supplies. (1 hour)

Resources: various art supplies such as oak tag, construction paper, felt pens with different sized tips, crayons, glue, scissors, paints

Evaluation: Students will individually depict their vision of a community. They will write a brief description of their picture. If they prefer they may do an oral presentation. (30 minutes)

Summary: Question and answer period (10 minutes)
Students as well as instructor may ask questions of clarification of the illustrator.

Lesson #2

Protective Factors: Individual Factors: Relationships, positive view of personal future, flexibility
Environmental Factors: encourages supportive relationship with many caring others, decision making

Unit: Visions of Tomorrow

Lesson Topic: Assisting the students to obtain their visions

Objectives: Given the pictorial illustrations of each student's vision of Wai`anae the teacher will assist the students to plan to devise a group picture and to attempt to formulate their visions into action.

Introduction: Looking at all of our visions let's see if there are common visions amongst the class. Let's list these commonalties. (15 minutes)

Method: Group reflection

Learning Activity: Given this list let's do a group picture of OUR Wai'anae.
As the students work together in groups of 5 or 6 to develop their visions the teacher will assist by posing questions to the group. (60 minutes)

Resources: various art supplies such as oak tag, construction paper, felt pens with different sized tips, crayons, glue, scissors, paints

Evaluation: Groups will evaluate their pictures in comparison to their individual responses. The various groups will then do a comparison of their group pictorial reflections. (15 minutes)

Summary: How are individual illustrations different from the group visions?

Lesson #3

Protective Factor: Individual Factors: perceptiveness, flexibility, competence, perseverance
Environmental Factors: service to others, decision-making, appreciates the unique talents of each individual

Unit: An Education Second to None

Lesson Topic: Assessing students

Objectives: Given a student in your class you as the teacher will be able to assess the student's functioning levels.

Introduction: Let's look at your class list. What do you know about each student? How are they doing in all of their subjects? Let's look at all of the information you have and see if we can determine what levels they are functioning at and how you can set up your groups. This will also assist you to write appropriate IEPs. (5 minutes)

Method: Meeting between teacher and resource teacher; Individual activity

Learning Activity:

1. The teacher & resource teacher will meet to discuss functioning levels of students. (20 min.)
2. Teacher collects information on students: (30 minutes)
   a. Assessment information such as case conference summary
   b. Previous and current IEP
   c. Anecdotal records
   d. Grades from regular ed. as well as special ed. courses
3. Teacher evaluates information determining if further information is necessary to accurately describe student. (30 minutes)
4. 4. Teacher and resource teacher meet to review information. (20 minutes)

Resources: Handouts on various types of assessments; IEPs on individual students; Procedural Guideline, State of Hawaii

Evaluation: Teacher and resource teacher will review data collected and will determine how best to service the student, assessing his/her physical, emotional, intellectual and social characteristics. They will also assess the students learning style. After a program has been determined and put in place, the program should be

re-evaluated to determine if changes need to be made. (20 minutes)

Summary:
1. Is the program appropriate for the student?
2. How can the program entice the student to want to learn? (15 minutes)

Lesson #4

Protective Factor: Perceptiveness, Inner Direction, Encourages supportive relationships with many caring others, Appreciates the unique talents of each individual

Unit: Becoming one with the community

Lesson Topic: Acting appropriately

Objectives: Given a situation, the teacher and student will appropriately respond to one another.

Introduction: Students behave in various ways to different situations. Their reaction is based upon precipitating factors. Many times they react because of something or someone who influenced them in the past. In evaluating a student's behavior --whether the student is withdrawn or acting out --we must keep in mind the student and what may have caused the student to react in the way he/she is. (10 minutes)

Method: Individual activity; Brainstorming

Learning Activity: The teacher will maintain anecdotal records on various scenarios that occur, listing the antecedent s, the behaviors, and the consequences. (30 minutes) The teacher and the resource teacher will evaluate the anecdotal records, evaluating the behaviors, assessing the possible reasons for the behavior, and determining how to resolve the situation. In evaluating the situation it is important to remember that there are precipitating factors in everyone's life that may be instrumental in how a person reacts in different situations. (30 minutes)

Resources: Non-violent Crisis Intervention (CPI) Manual; ABC Behavioral Recording System

Evaluation: Teacher and resource teacher will discuss scenarios, listing behaviors, and evaluate the situations in reference to knowledge of the student. (30 minutes)

Summary: How can we assist the student to react in positive ways? (15 minutes)

Lesson #5

Protective Factor: Perceptiveness, Inner Direction, Encourages supportive relationships with many caring others, Appreciates the unique talents of each individual

Unit: Becoming one with the community

Lesson Topic: Acting appropriately--thinking before responding

Objectives: Given a situation the teacher and student will appropriately respond to one another.

Introduction: Many incidences have been occurring in our classroom, some of which have been positive, others that have been negative. Let's see if we can find some similarities and differences in them. (15 minutes)

Method: Group discussion; Brainstorming; Role playing

Learning Activity:
1. Students will discuss situations that have occurred in and out of the classroom.
2. Students will list the similarities and differences in the situations.
3. Students will role play a situation.
4. Discussion will ensue to determine what occurred and how the situation could have been resolved or how the situation could have been different if the participants reacted differently.
5. Role play the different reactions. (60 minutes)

Resources: Non-violent Crisis Intervention (CPI) Manual

Evaluation: Teacher and students will discuss the scenarios and outcomes. (15 minutes)
Teacher and resource teacher will discuss outcomes and determine how to present other lessons relevant to the scenarios and responses of the class. (30 minutes)

Lesson #1 Treating each other with respect

Grade: 3-6

Protective Factor: Life Skills, Relationships

Unit: Social Skills

Lesson Topic: Creating a pro-social environment

Introduction: (In Community Circle) Walk to a students desk a grab a book. Do you think that my actions showed that cared a respected that student. What do you think the word respect means? Write Respect on chart paper and then list their responses. (15 min)

Method: Group Discussion; Cooperative learning groups

Learning Activity: Have students break up into Cooperative Learning groups. Give each group chart paper to write on. Have each write down ways they do not like to be treated. For each statement written down have the group write a statement of how the want to be treated. Then for each statement listed each group will write how they would want to treat others (25min.)

Resources: chart paper, markers

Evaluation: Have each group share what they wrote. Then using the group lists make a list of expectations that the class all agree upon. (15 min.)

Summary: Question and Answer (10 min.); How did it feel when I took the book of the desk? What is respect? Why is it important?

Lesson #2 Community Circles

Grade: 2-6

Protective Factor: Providing a prosocial environment

Unit: Social Skills

Lesson Topic: Setting Expectation for A Community Circle

Introduction: Seat students in a circle and hold up a "World" ball. "This ball represents the world. All the countries in the world make up a world community. People in the countries often meet with each other so that there is better understanding in the world. This happens in smaller communities too - our cities, our towns and even our neighborhoods. People meet and talk about how they can make their communities better. They solve problems. In our classroom, we are going to do the same thing. Our classroom community is going to meet together in a Community Circle. In our circle were are going to learn and practice the skills that help us get along." (15 min.)

Method: Group Discussion

Learning Activity: Ask: Why do you think we sit in a circle? "Just like we have rules in our classroom, we need to establish rules for our Community Circle. These rules are very important because they will make it possible for us to all feel a part of the community and also so we all get a chance to share and feel good about ourselves." Have rules listed on Chart Paper, Read and discuss rules:

1. Only one person speaks at a time
2. You have the right to pass
3. Be respectful of other members of the Community Circle

After reading and discussing rules have each students sign rules showing that they agree to follow them. Then post them in the room. (25 min.)

Resources: Community Circle Rules, markers, World Ball

Evaluation: Have students practice the rules by passing the ball around the world ball and answering the question "my most special possession is...." (only the person with the ball can speak.) (40 min.)

Summary: Question and Answer (15 min.)
Why do we use Community Circles?
What are our rules for getting along?
Why are the rules important for our Community Circle?

Lesson Resource: "Setting Expectations for Getting Along in a Community Circle," pg. 75-80, Teaching Students to get Along, Lee Canter and Katia Petersen, Lee Canter &Associates, Santa Monica, 1995.

Community Circle Discussion Starters (pp. 79-80)

Use the following discussion starters to encourage communication in a Community Circle.

- I really get angry when. . .
- I am happy when. . .
- The funniest thing I ever saw was. . .
- If I saw a friend calling someone a name. . .
- The scariest thing that ever happened to me was. .
- The best time I had with my family was. . .
- My favorite place to visit is. . .
- My friend and I. . .
- The holiday I like best is. . .
- I am proud of. . .
- Being a friend means. . .
- My favorite color is. . .
- One thing I look forward to is. . .
- My most special possession is. . .
- What-I like best about my class is. . .
- A special memory I have is. . .
- My favorite thing to do with friends is. . .
- One nice thing I like to do with my family is. . .

everyone has some of the protective factors that help them be strong and make right choices. Think about which of these you have. (20 min.) Each student selects 5 protective factors that they feel the posses. Each student take 5 sheets of paper (5x5 white) and a large piece of construction paper. On each of the small pieces of paper they draw a picture that represents each their selected protective factors. Glue the papers on the construction paper and put the name large enough that it can be read from a bulletin board (20 min.)

Resources: List of protective factors, chart paper, white 5x5 paper, large construction paper, glue, markers, crayons

Evaluation: Have students share their Resiliency Strips (25 min.)

Summary: Question and Answer (10 min.) What are protective factors? How do they help us? Why are they important?

Lesson #5 Goals for the Future

Grade: 2 - 6

Protective Factor: Positive View of the Future, Life Skills

Unit: Social Skills

Lesson Topic: Goal Writing

Introduction: (Using a Community Circle)If you were going on a trip what would need to take with you to help you to know where you are going? List responses on chart paper (plan, map, mode of transportation, etc). Our life is like a trip. We first need to know where we are going then, have a "map" & a plan on how to get there. (15 min.)

Method: Group Discussion; Guided Practice; Supervised Individual Activity

Learning Activity: Ask students to share something they want to do or accomplish in the next 10 years. Give each student a chance to share. Using the example of graduating from high school, What do you need to do to graduate from high school. Who will help you to graduate? What are some things that would keep you from graduating? How can you avoid those things? List response on chart paper. (30 min.)
Student chose a goal that they want to accomplish in the next 10 years. Draw a picture of themselves accomplishing their goal. Write on the back of their picture, how they are going to accomplish their goal, what things would prevent them from accomplishing it and how they would avoid those things, and who can help them achieve their goal. (30 min.)

Resources: Chart paper, markers, folder paper, construction paper, crayons, pencils

Evaluation: Have each students share their goal and picture, other students may respond with questions or positive comments. (40 min.)

Summary: Question and Answer (15 min.) What are goals? Why is it important to have a plan or goals? Why is it important to know what could prevent you from accomplishing your goal? Why is it important to know who can help you with your goal?

Lesson #1

Protective Factor: Encourages pro-social development

Time: 45 min x 5 days = 3 hr. 45 min.

Unit: Self / Self- Esteem

Lesson Topic: "My Feelings" Community Circle

Objectives: Students will build inclusion and a sense of community in the classroom by sharing one's feelings, thoughts and opinions. Students will also learn social skills.

Introduction: Throughout this month, our unit will be focusing on yourself and how you feel about yourself. Everybody is unique and special in many ways and we will find out more about ourselves by sharing our feelings throughout this week. Each day, we will be coming together in a large circle called a "community circle." We also need to keep in mind the Tribes Agreements that we earlier discussed in the beginning of the year. I will present a question or statement and everyone will respond in turn to the question. Feel free to answer as soon after someone has finished sharing. Today's question is "What makes me feel happy?" (5 min.)
Day 2: What makes me feel sad?
Day 3: What makes me feel angry?
Day 4: What makes me feel scared?
Day 5: What makes me feel proud?

Method: Community-Sharing

Learning

- When I grow up. . . .
- I care about people who. . .
- My favorite TV show is. . .
- When someone pushes me around I. . .
- A nice thing that happened to me today is. . .
- I feel left out when. . .
- When I'm alone I like to. . .
- One thing that happened in the last 24 hours that made me feel great is. . .
- A nice thing I did once for someone was. . .
- How I feel today is. . .
- A nice thing someone did once for me was. . .
- My wish for today is. . .
- I wish. . .
- Today I will. . .
- My favorite game is. . .
- If I could run the family. . .
- After school I like to. . .
- If I could run the classroom. . .
- The best gift I ever got was. . .
- Today I want. . .
- One thing I am very good at is. . .
- Today I wish. . .
- The most difficult thing I ever did was. . .
- One thing I would like to change about myself is. . .
- If I needed a safe place to go to think or to be alone, I would go. . .
- One Change I have made this year that I feel proud of is. . .
- Something I lost that was important or special to me was. .
- It is the beginning of a new year. What can each of you do to help make our classroom or school safer a place?
- You and your friends stopped by a snack place after school. You ordered a juice but were served a soda. What will you do about it?
- What is one thing you dislike doing most? Why? What can you do about it?
- What is one thing you would like to do but need help from someone else to do it?
- Did you ever feel that you did not like someone when you first met him or her? Why? Did you change your mind? If you did, why did you?
- Do you like spending time alone or would you rather be with friends? Why?
- What do you look for in a friend? Do you choose a friend because of looks? Brains? Kindness or loyalty? Fun? Other reasons ?

Add some of your own "starters":

Lesson #3 Spider Web

Grade: K-6
Protective Factor: Competence
Unit: Social Skills
Lesson Topic: Introductions and Energizer
Introduction: Have students stand in a circle. Since this is the beginning of the year I want you to get to know each other, so we are to play a game. (10 min)
Method: Game
Learning Activity: During this game each person will have a chance to introduce themselves and say something special about themselves. Take a minute to think about what you are going to say. We are going to use a ball of yarn to make a spider web. When you get the ball of yarn, say your name, tell us something you are good at then hold on to the end of the yarn and throw the ball. When everyone has had a turn sit down in the circle. (20 min.)
Resources: Ball of yarn
Evaluation: Have students try and name as many people in the circle as possible and what they are good at. (10 min.)
Summary: Question and Answer (15 min) What did you learn from this game? How do you feel when you share things you are good at?

Lesson #4 Resiliency Strips

Grade: 3 - 6
Protective Factor: All
Unit: Social Skills
Lesson Topic: Protective Factors
Introduction: (In Community Circle) What are things help you to make good decisions. What are thing the give you strength when you are having a hard time? What things help you to stay off drugs and out of gangs?(List Answers on Chart paper) (15 min.)
Method: Group Discussion; Supervised Individual Activity
Learning Activity: Show a chart with the protective factors listed. Read each factor and discuss what it means. As a class come up with a definition for each factor. Write definitions next to words on the chart. Discuss that

Activity: Students will individually share their answers to the questions above by responding aloud and taking turns within the community circle. (15 min.)

Resources: None

Evaluation: Teacher will observe the responses from the reflection questions. Students will answer the following reflection questions: (15 min)

What did you learn about the members in the community?
What similarities did you notice within the community?
How does this sharing help our class?
How well did the community listen when you shared?
How did you feel about sharing with the community?

Summary: Encourage statements of appreciation between students on the activity on what they liked or admired. (10 min.)

Lesson #2

Protective Factor: Encourages pro-social development

Time: 240 min. = 4 hrs. (10 days)

Unit: Self / Self-esteem

Lesson Topic: Me Book

Objectives: Students will build inclusion as well as self-esteem and self awareness by creating a book about one's self. Students will reinforce the relationship between oral and written language. Students will experience working on a long-range project.

Introduction: This week, we have shared our feelings among our classmates in our community circle. Starting today, each one of you will be putting your feelings or thoughts and drawings on paper. For the next ten days, a statement will be given and you need to finish that statement by writing and drawing on the paper. As the days go by, you will have a collection of these papers which you will then form a book about yourself. Today's statement will be " My name is. . . (5 min.)

Day #2: I live on _____with my _____.
Day #3: I was born on _____.
Day #4: My family is special because ...
Day #5: My friends think I'm...
Day #6: My favorite place to be at is _____ because...
Day #7: My favorite food is _____ because....
Day #8: My favorite toy is _____ because...
Day #9: My hobbies and interests are...
Day #10: When I grow up, I want to be a _____ because...

Method: Supervised individual activity; Group sharing

Learning Activity: Students will complete statements about themselves by writing and drawing on paper. After ten days, they will form their writings into a book about themselves. When everyone is completed with their books, they will share within their tribes.

Resources: Tribes checklist (Form A)

Evaluation: Teacher will observe to assess the collaborative skills such as attentive listening in the tribes using a checklist. Teacher will also collect the "Me Books" and assess on their writings. Students will answer the following reflection questions: (10 min.) "How well does this activity help you get to know your classmates?" "Did you find and learn anything new about yourself?" "Did you notice any similarities on the responses with members from your tribe?"

Summary: Students will share statements of appreciation towards their classmates' books on what they liked as far as their ideas and drawings. (10 min.)

Lesson #3

Protective Factor: Encourages pro-social development

Unit: Self/Self-esteem

Lesson Topic: "Me" Silhouettes

Objectives: Students will build self-esteem through writing and reading appreciation statements throughout the year. Students will learn how to do research in magazines and make connections between one's self and the pictures. Students will promote inclusion and encourage stating positive comments toward their peers.

Introduction: Throughout this month, we have shared our feelings and thoughts about one's self by personally writing and drawing. Today, however, you will be looking through resources such as magazines to see what

BEST COPY AVAILABLE

pictures represent a part of you. Therefore, instead of using your pencil and paper, scissors and glue will help you to complete this activity. (5 minutes)

Method: Partner-Helping, Supervised Individual Activity

Learning Activity: In partners, students will assist each other in creating a silhouette by making an outline of a shadow. After each student helps each other in tracing, they will cut and mount the silhouette. Then, they will look through magazines and cut out pictures that represent a part of themselves. An envelope with the name of each student will be attached so that students can write and put anonymous appreciation statements throughout the year. Students will share their silhouettes within their tribes. (45 minutes)

Resources: Magazines, Tribes Form B assessment

Evaluation: Teacher will observe students responses on reflection questions. Students will respond to the reflection questions:
"How well did you work with your partner?"
"What can you tell about yourself through the use of the magazine pictures?"
"What is one improvement that you could make the next time that you work with a partner?"
"How well did the tribe listen attentively to the sharing?"
Students will also complete an assessment form (Form B) and record in their personal journals. (15 minutes)

Summary: Students will give statements of appreciation of what they liked about each other's silhouettes and notice any similarities. (10 minutes)

Lesson #4

Protective Factor: Encourages pro-social development

Unit: Self / Self-esteem

Time: 1 hr.

Lesson Topic: My Name In Print

Objectives: Students will recognize adjectives. Students will build inclusion and self-esteem and encourage respect for others. Students will learn to promote appreciation of personal qualities.

Introduction: Now that you are familiar with what an adjective is, you are going to apply these adjectives by describing yourself using each letter of your first name. You may either cut out these words in magazines, write or draw but they need to be adjectives. First, you need to write your first name in big letters going down the left side of the paper. At the end of the lesson, you will share within your tribe on what you came up. (5min.)

Method: Supervised individual activity; Sharing with tribe

Learning Activity: Students will either draw, write or cut adjectives from magazines that best describes one's self using each letter of one's name. After finding all adjectives for each letter, students will share within their tribe. (If adjectives are difficult, phrases may be allowed.) (30 min.)

Resources: Magazines, Tribes Form A, B, C checklist.

Evaluation: Teacher will evaluate individual students by using a Form A checklist. Students will evaluate themselves by rating their individual qualities as well as how the tribe did as a whole. Teacher will assess content objectives by reviewing their works to see if they picked adjectives. Students will respond to the following reflection questions: (15 min) "How was the process in finding adjectives to describe yourself?"
"How did you feel in sharing your name in print?" "What did you learn about your peers? Any similarities?"

Summary: Students will share statements of appreciation on each other's works by saying what they liked and the similarities between them. (10 min.)

Lesson #5

Protective Factor: Encourages pro-social development

Unit: Self / Self-esteem

Time: 1 hr.

Lesson Topic: "Something About Me" Bumper Sticker

Objectives: Students will build self-esteem by presenting something special about themselves. Students will build inclusion and encourage attentive listening.

Introduction: For these past two weeks, we have been talking and sharing about ourselves and we have learned much from each other. Everyone is very special and we will be sharing something that makes us unique from everybody else. In today's activity, you are going to display that unique quality on a bumper sticker that

you would enjoy decorating on a vehicle. In the end, you will be sharing your bumper stickers with your tribe. (5 min.)

Method: Supervised individual activity; Group sharing

Learning Activity: Students will be creating a bumper sticker in which they will display something special about themselves. After their creations are done, students will take turns in sharing their bumper stickers within their tribes. (15 min.)

Resources: Tribes Form A, B, C assessment forms

Evaluation: Teacher will use the Tribes Form A checklist and assess how members are interacting in collaborative skills. Teacher will collect and assess bumper stickers on creativity. Students will assess themselves on their participation as well as their group's participation. Students will also respond to reflection questions such as: "What similar ideas did people put on their stickers?" "How well did everyone listen during the sharing?" and "Would you really want to display it on a vehicle?" (30 min.)

Summary: Students will take turns in pointing out what they liked about each other's stickers. (10 min.)

Lesson #1

Protective Factors: Sets and enforces clear boundaries (rules, norms and laws). Promotes close bonds. Encourages supportive relationships with many caring others.

Unit: Grade 1, Unit 1, Establishing Group/Classroom Rules, Lesson # 1 Introduction/Preparation for an Ohana System

Lesson Topic: To be aware of a cause and effect relationship between Lokahi, harmony and keeping agreements/following rules.

Objectives: Given specific situations, students will identify and state the need for the specific rule. Students will state an opinion about the need for rules. Students will develop and agree to at least four basic rules.

Introduction: (5 minutes) "Today we will read a story that will help us plan agreements that can make our classroom a safe and happy place. I want you to pretend that the classroom in the story is our classroom. As we read the story, think about times in class or in the story that made you feel unsafe, sad or uncomfortable."

Method: Supervised instruction, Cooperative Learning (Pair and Share) and Group Involvement combined as follows: Brainstorming, Questions and Answers, Webbing, Energizers/inclusionary processes.

Learning Activities: (30 minutes)
1. Teacher reads Ke Koho Pololei a Kulia: Kulia's Right Choice, at first using only the comprehension prompts. Teacher reviews story and key concepts. Discussion follows: Teacher asks comprehension questions (Teacher shows visual for concept #10 (MGP).See Follow -Up Activities, Unit 1, MGP). (30 minutes) 2. Tribes Energizer, I Like My Neighbor Who /Teacher explains agreements to play game. Debrief: How do you feel about this game? Why was it fun? Did you feel safe? What kept the game safe? (30 minutes) 3. Brainstorm situations from the story, the "game" or classroom experiences that stopped Lokahi or a happy, safe feeling. Teacher divides chart paper in half and records HAPPY/SAD classroom experiences. Teacher webs listed experiences as she clarifies by thinking aloud, "I (Kulia) felt safe, happy when...." or "I (Kulia) felt sad or not safe when..."What needs to happen for Kulia to feel safe again?" Teacher prompts, clarifies, rephrases students' shared experiences as rule language.
Sample Rules:1. Pay Attention 2. Follow Directions 3. Keep hands, feet and objects to self. 4. Be respectful/nice (Later, each rule is taught as a separate lesson/unit utilizing the methodology of Direct Instruction (task analysis).

Resources: Makaha Guidance Curriculum: Unit #1 (Stories and Follow -Up Activities for K-6)
Tribes, The Ideal Classroom p. 221 (Activity suitable K-6), I Like My Neighbor Who, p. 392
Behavior Builders (is a K-Adult Process of direct instruction for teaching behaviors. Adapted to Makaha Guidance Program from Skill-streaming/Attached.)

Evaluation: Pair and Share/Students take turns identifying the rule that follows the teacher prompted specific situation.
Discuss: "Why are rules important?" (15 minutes)

Summary: Teachers asks for students' agreement, "Are these rules you want to follow in your classroom?" (5 min.)

Lesson #2

Protective Factors: Sets and enforces clear boundaries (rules, norms and laws).
Promotes sharing of responsibilities
Promotes close bonds.

Uses high warmth/low criticism style of interaction.
Encourages supportive relationships with many caring others.
Expresses high and realistic expectations for success.
Encourages pro-social development of values and life skills.

Unit: Grade 1, Unit 1, Lesson #2 Establishing Group/Classroom Rules, Visualizing the IDEAL CLASSROOM/ Ohana System

Lesson Topic: To clearly define "The Ideal Classroom" expected behavior.

Objectives: When prompted by the specific rules, as discussed in Lesson #1, students will describe each rules in the following terms, "What the behavior looks like, sounds like, feels like (Symbols: eye, ear, heart). Students will demonstrate "I statements". Students will have increased understanding of the ideal classroom.

Introduction: (5 minutes) "This past week we have been talking about working together in our classroom toward a feeling of Lokahi. Today we will be able to explain what behaviors we must do to have this feeling and an ideal class. The behaviors we choose today will become our rules. To help us decide on our rules we are going to imagine Lokahi, a safe and happy classroom where we all work together."

Method: Supervised instruction, discussion and experiential/inclusionary process

Learning Activities: (30 -60 minutes)

1. Draw 4 large circles on chart paper or board. Divide each into three sections for the divisions of looks like, sounds like, feels like. Symbols are: eye, ear, and heart.
2. Remind students of the rules they discussed during the week:
    1. Pay attention.
    2. Follow directions.
    3. Keep hands, feet and objects to self.
    4. Be nice/respectful.
3. One at a time, process each rule in each of the three categories: How will it look if everyone is paying attention? How will it sound if everyone is paying attention? How will it feel if everyone is paying attention?
4. TASK: Each student draws the ideal classroom for sharing.

Resources: Makaha Guidance Curriculum: Unit #1 (Stories and Follow -Up Activities for K-6) Tribes, The Ideal Classroom. p. 221 (Activity suitable K-6), I Like My Neighbor Who. p. 392 Behavior Builders (is a K-Adult Process of direct instruction for teaching behaviors. Adapted to Makaha Guidance Program from Skill-streaming/Attached.)

Evaluation: Students share pictures and describe their perfect classroom. Teacher corrects and redirects as necessary. Classmates provide positive feedback to each person sharing. Sentences begin with: "I like the way you...", "Please tell us more about. . ." etc. (15 minutes)

Summary: Closing activity: Spider Web
Explain/Review the meaning of agreements and rules.
Each students will share a rule or what behavior others do that make them feel safe and positive. Follow by debriefing: How does the spider web make us feel closer? What was fun and happy about the activity? How do you feel right now? How did you feel before your turn to share in this activity? How do you feel about your class now? (20 minutes)

Lesson #3

Protective Factors: Sets and enforces clear boundaries (rules, norms and laws).
Promotes sharing of responsibilities.
Promotes close bonds.
Uses high warmth/low criticism style of interaction.
Encourages supportive relationships with many caring other.
Expresses high, and realistic, expectations for success.
Encourages pro-social development of values and life skills.

Unit: Grade 1, Unit 1, Lesson # 3 Establishing Group/Classroom Rules: Learning the "Ohana System" behavior: Paying Attention

Lesson Topic: How and When to Pay Attention

Objectives: Students will state why it is important to pay attention.
Students will demonstrate the steps involved in the behavior, paying attention.
Students will identify the cue which means "pay attentions".
Students will demonstrate "I statements".

Introduction: (10 minutes) Make the behavior relevant to the child's needs: "Today we will learn and practice the

behavior and rule, paying attention. First let's talk about why paying attention is important. In the story about Kulia (Show visual prompt, p. 11), Kulia needed to pay attention so that she could do the same things in class like the other children. Remember how they relaxed? Remember how they needed to line up? How does it feel when you donut know how to do what everyone else is doing? What happens when you don't know how to do the work in class?" (Refer to Makaha Guidance Curriculum, Unit 1, Appendix 1-B.)

Method: Supervised direct instruction, discussion and activity

Learning Activity:

1. Teach the signal for the behavior: The signal is a "high five"-raise of the hand Model the signal. Students follow. Provide feedback. Praise.
2. Teach the steps of the behavior: A breakdown or task analysis. For example:
   1. Eyes on speaker (Show hand with one finger raised(See attached illustration)
   2. Closed mouths (Show two fingers. . .)
   3. Be still (Show three fingers. . .)
   4. Hands free (Show four fingers. . .)
   5. Listen (Show whole hand)
3. Teacher models each step while class observes visual of hand signal. Teacher shows the right way to pay attention as well as the wrong way and asks for class feedback.
4. Teacher lead class discussion as to when this behavior should be used.
5. Break students into groups/tribes, as appropriate, to role play a situation. Each group presents. Classmates provide positive feedback utilizing the debriefing "I statements" from Lesson 2. Total 40 minute

Resources: Makaha Guidance Curriculum: Unit #1 (Stories and Follow -Up Activities for K-6) Tribes, <u>The Ideal Classroom</u>, p. 221 (Activity suitable K-6), <u>I Like My Neighbor Who</u>, p. 392 Behavior Builders (is a K-Adult Process of direct instruction for teaching behaviors. Adapted to Makaha Guidance Program from Skill-streaming/Attached.)

Evaluation: Students role model-See Step 5, Learning Activity. Classmates provide positive feedback to each group/tribe presenting. Sentences begin with. . . "I liked. . ." "I like the way you. . .", "I would like to know more about. . ." (30 minutes)

Summary: Closing activity: Community Circle-Popcorn style (Students share at random and the pace quickens like the speed of popping corn.) "I feel happy when. . ." (30 minutes)

Behavior Building

This is a model for teaching behaviors; either as replacement behavior or to add to the existing behavioral repertoire of the student. It is a companion model to the Makaha Guidance Curriculum K-6.

HOW TO TEACH THE BEHAVIOR

1. <u>The behavior must be seen as relevant to the child's needs</u>.
   Teacher explains why this skill is important:
   Teacher leads discussion in relating the use of the skill concept to daily life.
   Teacher follows discussion format in appendix of guidance story
   Teacher links this skill with the guidance concept from the appropriate guidance story.
   Teacher gives examples of the behavior: First an example is given of a negative outcome where the desired behavior is not utilized. Then the example is given where the use of the desired behavior generates a positive outcome.
2. <u>The behavior must be broken down into concrete steps which may be cued with visual signaling.</u>
   Teacher teaches the behavior step by step. See task analysis for each behavioral concept.
3. <u>The behavior must be modeled.</u>
   Teacher (with support from other positive role models, students or adults) models the behavior step by step, using a "think aloud" approach.*
   Role models demonstrate both the undesirable behavior and the desirable behavior.**
4. <u>Transfer the use of the new behavior to other situations where it may be applies successfully.</u>
   Teacher leads discussion as to other situations where the new behavior may be used.
5. <u>Students practice the new behavior in specific situational I role</u> plays which may be generated from the previous discussion. Peers and teachers provide coaching, curing and support as necessary.
6. <u>Teacher and peers provide constructive feedback</u>.
   " I liked..." "How did it feel when . . ."
7. <u>Incentives are a part of classroom management and reinforce the learned behavior.***</u>
   See Tough Kid as a resource: Mystery motivators etc.
8. <u>Provide opportunities to practice the behavior.</u>

Using the behavior can be homework assignments.
Practice logs as journals

Social contracts
* A "think aloud" approach assists training students with impulse control. It also teaches positive self-talk as a practice. The steps should be written on the board or chart paper for visual learners. The use of a 3x5 card is also helpful during practice or role play.
**A humorous demonstration of the undesirable behavior is helpful.
***A rule of thumb is. . .It takes 3-4 positive reinforcements to one corrective measure to establish the behavior. See Attachment 9, p. 130.

Lesson #4

Protective Factors: Sets and enforces clear boundaries (rules and norms).
Appreciates the uniqueness of each individual.
Encourages pro-social behavior and values.
Promotes sharing of responsibilities, service to others.
Encourages supportive relationships with many caring others
Promotes close bonds.
Develops a sense of inner direction.

Unit: Grade 1, Unit 1, Lesson # 4 Establishing Group/Classroom Rules: Introduction to Learning the "Ohana System" behavior/rule, "Be Nice".

Lesson Topic: How to "Be Nicer and allow everyone the chance to share."
(To be followed by "teaching the behavior", as a task analysis and cue symbol.)

Objectives: Students will state why it is important to "be nice".
Students will experience and describe the feeling "being nice".
Students will identity and share other feelings.
Students will experience increased empathy for others.

Introduction:
a. Review classroom rules. Discuss how all the rules are important to achieve Lokahi. Define and describe "being nice ": how it looks, how it sounds, how it feels (See Lesson Plan Model: Pay Attention).
b. Discuss that we are all different in many ways and the same in many ways. Today we will look at our outsides and talk about our inside, our "inner self". Refer to concept discussion on "inner self" Makaha Guidance curriculum, Unit 1. Discuss calling upon your inner self for "the good". (15 minutes)

Method: Supervised direct instruction, discussion and activity, Share/Pair/Community Circle

Learning Activity: (45 minutes) Adaptation of Mirror, Mirror, Tribes, p.229, as follows: *Form a community circle. Pass around a hand mirror. "Everyone look at yourself and then look at the people across from you. Think about the ways you are the same and the ways you are different. Does how you look on the outside tell others how you feel and what you think?" Discuss. Expand. Ask for a judgment: Do you think how the person across from you looks tells you what they feel and think? Discuss when this may be true and when it isn't. Remind students that they never can really know what another person thinks and feels for sure. *Group students with an older peer leader. Pass out worksheets (Drawings of hand mirrors). Each student should write one "I feel statement" and one "I think statement". Instruct students to write statements using nice words and nice actions. Remind them how the word should sound, look and feel. Show a list of kind/positive adjectives. Ask students to offer examples. Model examples of sharing in a nice way. *Rejoin the community circle, have students share their statements. A tribe/group member can share for someone if necessary.

Resources: Makaha Guidance Curriculum: Unit #1 (Stories and Follow -Up Activities for K-6) Tribes, The Ideal Classroom. p. 221 (Activity suitable K-6), I Like My Neighbor Who. p. 392 Behavior Builders (is a K-Adult Process of direct instruction for teaching behaviors. Adapted to Makaha Guidance Program from Skill-streaming/Attached.)

Evaluation: (15 minutes) *(Activity extension: Have students make faces and gestures that match their statements and see if their tribe can guess how they feel.) Debrief: What do the mirrors tell us? What don't the mirrors tell us? Why is it important to know the difference between what we see and what we feel? How can sharing your mirror help you be nice to others? Why is it important to be nice when you listen to others? How did you behave that showed others, who were sharing, know you were nice?

Summary: (10 minutes) Community Circle Debriefing Activity: How did you feel when you shared?. . .when you

listened to others sharing? What did you like about the activity? What did you learn?

Lesson #5

Protective Factors: Sets and enforces clear boundaries (rules, norms and laws).
Promotes sharing of responsibilities.
Promotes close bonds.
Uses high warmth/low criticism style of interaction.
Encourages supportive relationships with many caring other.
Expresses high, and realistic, expectations for success.
Encourages pro-social development of values and life skills.
Encourages goal-setting and mastery
Provides leadership, decision-making, and other opportunities for meaning full participation.

Unit: Grade 1, Unit 1, Lesson # 5 Establishing Group/Classroom Rules: Committing to the "Ohana System" behavior: ie. Paying Attention (Following Directions, Keeping hands, feet, objects to self, Being nice.)

Lesson Topic: Goal-setting and contracting class agreements

Objectives: Students will identify a rule that is the most problematic for them
Students will commit, self-monitor and evaluate their behavior improvement.
Students will provide and receive praise to/from their classmates.

Introduction: Review classroom rules. Discuss how all the rules are important to achieve Lokahi. Discuss that we are all different with different strengths and weakness therefore some of us will be able to do certain rules better than others. It is important for everyone to try their best and to commit.

Method: Supervised direct instruction, discussion and activity, Share/Pair/Community Circle

Learning Activity: (Total 40-60 minutes and ongoing activity)
Form a community circle and have each student turn to his/her partner on the left. Let each person take turns sharing their name, their favorite color, their favorite food and a rule they need to work harder at. Using a 3x5 card have each student draw or write the answers to the activity in the four corners of the card and share with the partner. Instruct the partner to give positive feedback in the form of an "I statement". Then have student turn to the left and share the card again. The person on the left will introduce the partner and share his/her card. Teacher follows up with class as a group and explains the class agreement. Students fill in behavioral contracts/agreements. See attached special contracts for special students who need to work on more specific behaviors. Behavioral progress can be charted. On-going monitor in community circle whereby students praise their fellow students efforts on a regular basis.

Resources: Makaha Guidance Curriculum: Unit #1 (Stories and Follow -Up Activities for K-6)
Tribes, The Ideal Classroom. p. 221 (Activity suitable K-6), I Like My Neighbor Who, p. 392, Personal Contract, p.311. Behavior Builders (is a K-Adult Process of direct instruction for teaching behaviors. Adapted to Makaha Guidance Program from Skill-streaming/Attached.)

Evaluation: Included as a sharing process above.

Summary: (20 minutes) Community Circle debriefing Activity: "Today we learned more about each other and how to work together. Everyone gets a turn and everyone is important." Use the Ball Toss process for each person to call out a classmates' name. "I learned that _____is like me because. ." etc. "A rule that is important to work on is. . ." See Attachments 10-12, pp. 131-133.

Lesson #1

Protective Factor: Promote close bonds among students

Unit: Creating Pro-social Expectations in the classroom

Lesson Topic: Creating rules to get along in our classroom

Objectives: Through the visualization process, students will visit two different classrooms to help them understand how important it is to get along with each other while in school. They will be able to compare and contrast what a safe and an unsafe classroom will look like. They will be able to generate no more than five rules that will help them get along.

Introduction: I would like you all to close your eyes and pretend you're going to visit two different classrooms that I'm going to tell you about. Our visit to these two classrooms will help us understand how important it is to be able to get along with each other while we're in school.

Method: Visualization, brainstorming, compare/contrast, small group activity

Instruction: With your eyes closed, imagine walking into a classroom where: (10 minutes)

1. It is noisy in that classroom, people are running around, and they are saying anything they want to, they are saying mean things to each other, sometimes hitting one another, taking things from each other. Think about what else might be happening in that classroom. Think about how people might be feeling when mean things are being said to them, or when someone takes their pencil without asking, or hits them for no reason.

Learning Activity: Now open your eyes and let's talk about what you saw in your mind's eye. Do you think this was a safe and secure classroom? Elicit responses: people are: angry, hitting, yelling, getting hurt, getting their feelings hurt, not paying attention to the teacher. (10 minutes)

2. Now close your eyes again and imagine a different classroom in which everyone feels safe and secure. Describe: People keep their hands to themselves, don't yell or run or bump into anybody, don't take anything without asking, don't make fun or tease each other, speak nicely to each other, wait their turn, can concentrate, and pay attention, etc. (5 minutes)
3. Ask students to open their eyes. Compare and contrast the unsafe and the safe classrooms. Ask how the safe classroom helps us in school. Ask students which classroom they would prefer. (10 minutes)
4. After deciding which kind of classroom they want, lead discussion about what we can do to make sure we have this kind of classroom and how we will expect each of us to act towards one another. Explain that the class will develop some rules that say how we expect everyone in the classroom to cooperate (in words, actions, attitudes) so that we can get along better with each other in a respectful and safe manner. (15 minutes)
5. Preplan a few expectations for getting along with each other. For example, "Treat others how you want to be treated", and "no put downs". Elicit no more than five "condensed" rules from students, and clarify them. Write the final rules on the board, and have students chorally read them. Say: "These are the rules for getting along together the class chose. Do we agree on them?"

Materials: Poster Board, art materials

Evaluation/ Application: Use poster board to have students in small groups design posters. List each rule on a poster. Have each group illustrate one of the rules for a safe classroom. Post posters prominently on classroom walls. (25 minutes)

Summary: Following our rules helped you to get along together while you were working on your posters. Which rules were you following when you were working? In the next few days we will learn how to practice our rules so that we will all be successful in getting along with each other in this classroom.

Follow-up activity: For the next two weeks after the classroom rules have been chosen, have daily discussions of the students' success in meeting the rules. Ask if there is any one rule that is more difficult to follow than others, and if there should be any other rule that might need to be added.

Home activity: Give each student a copy of the classroom rules for getting along. Have them draw pictures of a safe classroom. Tell students to explain the rules to their parents. Have them choose one of the rules to follow at home and report to the class on how it helped them get along with family or friends.

Time: 75 minutes total

Lesson #2

Protective Factor: Encourage pro-social development of values and life skills

Unit: Teaching prosocial expectations for the classroom

Lesson Topic: Treating Each Other with Respect

Objectives: Students will identify how they would like to be treated and will be able to demonstrate being respectful to one another as it applies to interaction in the classroom

Introduction: Use a puppet or stuffed animal to demonstrate disrespect by having the puppet say to the teacher: "Get out of my way! I want to be first in line!" Ask students if they would like to be treated this way. "Did the puppet care about me? Was the puppet respectful to me?" Tell students that they are going to learn more about what respect means and how it will help us get along with each other. (10 minutes)

Method: Demonstration, role-play, brainstorming

Instruction:

1. Ask students to brainstorm ways they do not like to be treated by each other and by the teacher in the classroom-- for example, when others: touch their things, cut in line, call their parents names, are mean, spread rumors, or when the teacher yells at the entire class. List their statements on the board. (20 minutes)
2. For each statement listed, ask students how they would like to be treated: "I want you to ask me if you can touch my things," "I don't like it when someone cuts in line, we have to wait our turns," etc.
3. For each statement listed, ask students how they would want to treat others, knowing how they must

feel: "If somebody said he wants to be asked before I touch his things, then I have to ask first," "If she doesn't want me to call her names, then I shouldn't," etc.

4. "When we treat others the way we would like to be treated, what do we call it?" Elicit the response: "We call it treating each other with respect."

Learning activity: Conduct role-plays that demonstrate three of the ways students do not like to be treated that you listed on the board. For each statement, ask students to role-play first the way they do not like to be treated (for example, student #1 while going to the pencil sharpener is teased by student # 2). Ask the class how the role-play demonstrated not showing respect. Then ask students to role-play the way they would like to be treated -- the respectful way (for example, student # 2 waves to student #1 but does not say anything to him). Ask the class how the scenes demonstrated showing respect. (20 minutes)

Summary: Have the puppet repeat the statement "Get out of my way ! I want to be first in line!" Tell the class that now we know that the puppet was not respectful. Ask how could the puppet have been respectful to me? Ask the students if they think that you and everyone else in the class has the right to be treated with respect. Call on several students to explain what the expectation, "I have a right to be treated with respect in this classroom," means to them. (10 minutes)

Materials: Poster for "Classroom Pledge"

Follow-up activity: Create a "Classroom Pledge" on a poster. It would include:

- I promise to myself & everyone in this classroom, that I will show respect by treating others the way I would like to be treated.
- I will choose to follow the classroom rules for getting along together because I want to help make my school a safe & caring place.
- We pledge as a class to do our best to cooperate with each other.

Have all the students commit themselves to observing the rules for getting along together (previous lesson) by signing the pledge along with the teacher. Place the poster where it will be visible to all students. (20 minutes)

Home activity: Ask students to draw pictures of how they show respect for others at home and how other show respect for them.

Time: 80 minutes

Lesson #3

Protective Factor: Encourage prosocial development of values and life skills

Unit: Teaching prosocial expectations for the classroom

Lesson Topic: Dealing with "Put –Downs"

Objectives: Students will be able to identify what "put-downs" are and choose between two alternate behaviors.

Materials: Puppet, paper heart

Method: Demonstration, role-plays, discussion, class sharing

Introduction: Have a puppet wear a paper heart "pin". Give a put-down to the puppet: "That's the ugliest heart pin I ever saw!" The puppet says: "I didn't feel very good when you said that -- it sounded like a put-down." Tell students that they are going to learn more about why put-downs don't help people get along in the classroom, and what they can do about it. (5 minutes)

Instruction:

1. "Give me some examples of put-downs". Elicit responses on put-downs that are spoken aloud, written (as in a note), given in a serious manner, or a joking manner. Write the examples on the board. "these put-downs are words that are used to criticize people or find fault with them."
2. "Sometimes people are just kidding around or teasing each other and are having fun, and then it goes too far, and somebody gives a put-down. Other times people just seem to want to give put-downs to others. Why do you think people give put-downs?" Elicit responses: because they are jealous and want to make a person feel bad; to feel "better" than someone, to act "cool" with friends, and sometimes they want someone to notice or like them.
3. "How does it feel to receive a put-down? How does it feel to put others down?"
4. "What could happen if people in this class kept giving put-downs?" there would be bad feelings; it could cause arguments or fights; no one would feel safe, we would not get along well.
5. "When you feel like using a put-down, you can make two other choices instead.
   - "You can let go. You have the power to let go of the feeling or the thought and walk away. Remind yourself that if you are going to treat the other person with respect, you would not use a put-down."
   - "You can put it a better way (or rephrase). If you feel you must say something, you can think about a better way to say it. Rather than making someone feel bad by making a judgement –

'what an ugly blouse'

- make an observation – "I have never seen that blouse before." ' Give more examples dealing with appearance, clothes, etc. (20 minutes)'

Learning activity: Have students do role-plays, acting out the scenarios listed below. Ask the players to incorporate a put-down into the scene, then replay it, making the choice to let go or put it a better way. (15 minutes)

- A student continually misses the ball while playing kickball.
- A student comes to school with torn or dirty clothing.
- A student receives a poor grade on a test paper.
- When called on, a student misspells an easy word.

Summary: Tell students there are consequences for themselves and for others when they give a put-down: "Just as the puppet felt hurt when I put down the heart pin, it hurts you too when you receive a put-down. It hurts everybody to receive a put-down. When you have the feeling that you want to give a put-down, what other choices do you have?" Ask for a choral response: "We can let go, or we can put in a better way."

Follow-up activity: Ask students write about a put-down they have received or that they have witnessed another person receiving. Tell them not to reveal any students' names in their examples. Ask them to describe their feelings at the time and what they would have preferred the other person to do instead of giving a put-down. Call on volunteers to share their writing with the class. (20 minutes) (upper elem.)

Time: 60 minutes

Lesson #4

Protective Factors: Encourage prosocial development of values and life skills

Unit: Teaching prosocial expectations for the classroom

Lesson Topic: Using good manners

Objectives: Students will be able to use the words and actions of being polite and respectful.

Introduction: Walk around the classroom and distribute a small snack (cookies, fruits, or pretzels) to each student. Then say: "I counted _ students who said 'Thank you'. I really feel good when you say thank you. It shows me that you appreciated what I did, and you used words that were polite. You had good manners, which we are going to learn about today." (10 minutes)

Method: Demonstration, group brainstorming, role-play, art activity

Instruction:

1. Define "good manners."
   - Tell students "good manners" are polite/nice ways of behaving. Being polite to people shows respect for them. People with good manners say "Please" and "Thank you" appropriately.
2. "We can show good manners in two ways: with our words and with our actions. First, what words would we use to be polite to someone?" Elicit form students the words of showing good manners: please, thank you, you're welcome, may I, excuse me, I'm sorry, good morning, hello, goodbye.
3. Next, elicit from students the action of showing good manners and the words that might accompany them: assisting others ("Here, I can help you"); welcoming a new student to your class ("Hi, I'm Keoki"); making sure that everyone got a snack you are handing out in the classroom ("Did everyone get one?").
4. "Does it help us to get along with each other if we show good manners to just a few people in our classroom?" Explain: "People who have good manners use them with everybody; it shows we care about people." (10 minutes)
5. Present several situations and ask students to use the words and actions of showing good manners. (15 minutes)
   - You meet someone for the first time. What would you say or do? "I would shake hands and say, 'Nice to meet you'".
   - You broke your friend's toy by mistake. What would you say or do? "I would say, I'm sorry."
   - You want to use your friend's red marker laying on the desk. Would you just take it?: "I would ask if I may please use your red marker."

"How will using good manners and being polite help us get along with each other in our classroom?" Elicit responses: prevent bad feelings, arguments and fights; people would be more helpful; make people feel good; have a happier classroom. Refer to previous concepts learned by saying: "using good manners means we are treating people with respect."

Learning Activity: Ask students to role-play using good manners, through both words and actions, in situations such as the following: (10 minutes)

- Introduce a new student to the class and ask two students to come up and escort the new student to a desk and act as guides for the day.
- A visitor comes into the classroom and says, "Good morning class," then leaves and says, "Goodbye, it was nice to have visited with you."
- A student is trying to carry a heavy box of books.

Summary: Walk through the classroom as you did earlier and distribute another small snack. Then say, "I counted __ students who said 'thank you'. You're welcome! I am happy to give this snack to you. This class knows how to use good manners! We will continue practicing good manners!" (10 minutes)

Follow-up activity: Have students draw pictures or cartoons showing how using good manners helps people get along. Have some of the students share their work and the story that accompanies it. (15 minutes)

Time: 70 minutes

Lesson #5

Protective Factor: Encourage prosocial development of values and life skills

Unit: Teaching prosocial skills for the classroom

Lesson Topic: Listening attentively to enhance communication

Objectives: Students will be able to demonstrate and practice attentive listening skills to help them communicate effectively.

Method: Demonstration, modeling, role-playing

Introduction: "How many of you like to listen to someone tell a really good story? How many of you think you are good listeners when someone tells you a really good story? Excellent. That means you are what we call 'attentive listeners.' You are going to learn more today about how important it is to listen attentively, and how listening to each other will help us get along together better in our classroom." (5 minutes)

Instruction:

1. "Why is it important to listen?" Elicit responses: to get ideas, share information, get directions, find out what someone needs or how someone feels.
2. "What do we do with our voices when we are listening?" Elicit responses and list on the board:
   - Keep voices quiet
   - Do not interrupt
3. "We can also show we are listening by what we do with our body. We call this 'body language.'" Elicit from students what the body language of good listening is and list on the board:
   - Turn and lean toward the speaker
   - Make eye contact
   - Squaring shoulders with the speaker (not turning sideways)
   - Keeping hands and feet still
   - Appearing interested
4. Elicit from students what would happen if they used good listening habits
   - such as not interrupting and positive body language -- with other students in the classroom:
   - The person who speaks would feel good that you were paying attention, and feel respected.
   - The person who listens might learn something new from the speaker. The person who listens attentively has good manners and shows respect for the speaker.

"When we listen and are listened to, it helps us get along better in our classroom." (20 minutes)

Learning activity: People often do not listen to each other. They may be so busy thinking of what they want to say that they don't listen to the other person. Explain: In this activity, everyone has a chance to speak, but before each one does, he/she must repeat or summarize what the other speaker has just said to his/her satisfaction. Demonstrate with three volunteers. While "A" and "B" converse, "C" observes and referees. Sample topics: favorite movie, book or television show, fairy tale, personal experience. Rotate roles in the triads, with each segment timed at three to five minutes. The listener must repeat or summarize what has been just said by the speaker before stating her idea. Ask students to describe their feelings about being both the speaker and listener when listening attentively and when they were not listened to attentively. (30 minutes)

Summary: Have students repeat chorally the guidelines for attentive listening that you listed on the board.

Follow-up activity: Help students understand how difficult it can be to communicate clearly sometimes by conducting the original "telephone" game: Whisper a short, simple message into a student's ear and ask that the message be whispered from student to student. Ask the last student to repeat the message aloud and see if it concurs

with the original statement. (10 minutes) Have students write a few paragraphs about times when it is important to listen to each other and the reasons why it is important. Have several students share their comments with the class. (15 minutes)

Time: 80 minutes

Jaclyn Wills

Lesson #1

Protective Factor: Sets and enforces clear boundaries
Unit: Procedures
Lesson Topic: "Give Me 5"
Objectives: Student will learn the elements of the attention signal of "Give Me five", and Utilize this skill when signal is given.
Introduction: (15 minutes) Here in school we can learn so many new and exciting things. One of the first things we need to do when we learn something new, is to pay attention to what is being taught. I will be using this signal "Give Me Five" prior to any lesson, and when I need your help in listening to the information that I need to present to you. Here in Makaha Elementary, this signal is used by anyone who will need to share information with us. Sometimes it will be on the playground, in the cafeteria, and in other classrooms.
Method: Direct Teaching Of Skill
Learning Activity: (15 minutes/30 minutes) Student will be following teacher modeling when shown pictures of the 5 elements of "Give me 5" signal. Students will be able to look over the picture cards and guess what it is that is needed to achieve the elements of the attention signal. Students will be asked to watch teacher modeling to check for these elements. Students will in turn give examples of the "attention" behavior individually. Students will then be excused for Free play centers (30 minutes with 6 trials) and have the opportunity to practice this skill as the teacher calls out "Give Me Five" throughout the play period to make various announcements. Positive reinforcements for correct behaviors will be given -" I like the way... "
Resources: Picture Posters of the elements of "Give Me Five"
Evaluation: (15 minutes) Students will be called back to circle time, and asked if they thought they accomplished the objectives of the "Give Me Five" signal . Students will respond by showing these behavioral elements. Teacher will point out the results of the 6 trials to the students, and together they will recognize the success of the lesson. Questions on reflecting on the value of the lesson/ activity would be generated, and answers will be facilitated.
Summary: (15 minutes) Student will be shown the picture cards of behaviors, and will verbally go over the elements of the behavior. Students will then be told, that practicing this skill is a very important in order to learn new and exciting things in school. Students will be praised for good effort and learning a new skill (" I am so proud of the way you... ") in addition to identifying personal resiliency/ protective factors.

Lesson #2

Protective Factor: Promotes close bonds
Unit: Making Friends
Lesson Topic: What is a Friend?
Objective: Student will physically explore and verbally express the idea of what a "friend " is.
Introduction: (10 Minutes) Here in school we will be learning many new and exciting things. The most important thing we will be learning is about ourselves and about our friends. What is a friend? (Ideas will be facilitated and ideas will be shared – Non-judgmental) Yes, we will learn that if we are good friends, we share things, and that a friend is someone you like.
Method: Literature Reading; Practice of the skill " Sharing"
Learning Activity: (15 minutes) Students will listen to a short story about Moki the Mongoose finding a friend. Questions will be asked throughout the story to clue in on some of the values of friendship- kindness and sharing.
Resources: "Moki Mongoose Finds a Friend", by Debrah C. Taylor, Hawaiian Resources Company.
Evaluation: (45 minutes) Student will be excused to the learning centers by pairs (by using cooperative learning techniques on pairing), and will have the opportunity to practice the skill of "sharing" during free play activities and centers. Students will have the opportunity for guided practice.
Summary: (15 minutes) Students will be asked if they know what a friend is, verbally responding "A friend is

someone you like". The teacher will point out the good traits of being a friend that was demonstrated during free play, specifically the sharing aspect. Students will be asked if they had the opportunity to share during free play, and who did they share with?
Identifying Personal Resiliency Factors: (3 Minutes) Time will be taken to point out the different Protective factors that were practiced in this activity.

Lesson #3

Protective Factor: Provide Opportunity for Meaningful Participation
Unit: Procedures/Guidance
Lesson Topic: I can help
Introduction: (10 minutes) Teacher will ask "What does it mean to help?". Students will generate ideas with teacher facilitation. Teacher to ask "Could you be a helper?", (teacher to continue with fostering positive ideas from students). Students will be presented a story that is culturally relative. This is a story of a young boy who's sister was captured by an eel . This worried and caring older brother went to many different sea creatures for help, but not one of them felt that they could do the job. Brother then approached the smallest of all creatures, the opihi. The opihi agreed that he was small, but he would try his best by covering the eyes of the puhi (eel). By covering the eyes, the eel would not be able to witness the escape of the boy's sister.
Method: Literature/Drama
Learning Activity: (20 minutes) Students will be told the story by using a felt story board. Each student will be able to help to put up various characters on the board when called for, thus practicing the value of helping and meaningful participation. Students will be praised for specifics such as " I like the way you are helping us to sit nicely and patiently for your turn", "I like the way you are helping me to tell this important story", etc.
Resources: Story /Song of "Opae E" (traditional Hawaiian song)
Felt board, Felt characters depicted in the story/song
Evaluation: (15 minutes) Students will be presented the various ways that we can help within our classroom. Specific helpers for the cafeteria, line, office, doors/lights would be pointed out and clarified. Students then will be asked if they would like to help us in any of these areas (teacher to encourage meaningful participation).
Summary: (10 minutes) Items of the story would be reviewed about helping (needing of help, and getting help from even the littlest being) Review of ways that we can help in our classroom by being class helpers. Teacher to always encourage meaningful participation. Teacher to sing "Opae E " song. Identifying Personal Resiliency Factors: (3 minutes) Time will be taken to identify the protective factors that were practiced today.

Lesson #4

Protective Factor: Encourages Supportive relationships with many caring others
Unit: Introduction / Community
Lesson Topic: Caring people at School
Objectives: Student will learn the various caring roles in our school environment such as people in the cafeteria, the custodial staff, the office staff, the farm staff, the administrators, and other resource teachers, the attendance monitor, health aide to name a few. By these different roles, people are actually helping and caring for our school and our students.
Introduction: (10 minutes) Here in school we can learn new and exciting things. There are so many wonderful people working at Makaha Elementary school, today we will learn about some of the different jobs and about helpers we have on our campus. Students will be asked if they know who these different people are in school and what their roles on campus are. They will be told that all these different people care about our school an about our students and that is why they are here.
Method: Field Trip/discovery
Learning Activity: (45 minutes) Students will go and visit the different areas (office, cafeteria, PCNC, Health room, attendance office, and other specific areas of the campus where the helpers can be found) . We will observe the things that they are doing and relate it to the idea of helping and caring for our school and for our students.
Resources: A Caring and Supportive School
Evaluation: (10 minutes) Various description of jobs would be given. Student will be asked to tell/discuss the different roles of these people are, and relate it to the idea of helping and caring for our school and students. Example: This person can help us if we are feeling sick. She/He can help us to rest in her office and take

our temperature, & maybe even call our mommy or daddy if need be. Where is it that we can go? How does she help our school & our students? etc.

Summary: (10 minutes) Students will be asked about the different roles in our school and about how these roles/people help our school and students here at Makaha Elementary. The people in the cafeteria, administration office, the PCNC room, our health aide, etc. will be reviewed. The idea will be reinforced that these people care about our school and students… they care about "you". Identification of Personal Resiliency Factors: (3 minutes) Time will be taken to identify protective factors that were practiced today.

Lesson #5

Protective Factor: Values and Encourages Education

Unit: Literature

Lesson Topic: Looking at books

Objective: Student will be able sit and look at a variety of books by turning the pages from the top for 20 minutes.

Introduction: (15 minutes) There are so many neat and interesting things to learn here in school, and one of the ways we can learn these things are through books! Students will be asked to generate ideas where books can be found. Responses will be facilitated and non-judgmental. Yes, that's right books can also be found right here in our classroom. Today I have with me 10 new books. We will be able to look through all of them. Could you show me how you look at a book? Could you tell me how we can turn the pages of these new books? Teacher will model correct behavior, and the student will be given opportunity to have guided practice.

Method: Independent Practice/guided practice throughout activity

Learning Activity: (20 minutes) Students will go back to their seats to look at different books for 20 minutes, using the technique of turning the pages from the top right. Teacher will sit and model the behavior in addition to giving praise for correct behavior.

Resources: 10 colorful and appealing books that are not familiar to the children

Evaluation: (15 minutes) Students will be brought back to circle group. Evaluation will be done by asking what did they learn about the activity today (We learned to turn the pages from the top and to sit and look at books). Student will give examples of how they looked at the books individually. They will be asked what they liked or disliked about the activity. Students will also be asked if they thought they did a good job sitting and looking at books.

Summary: (10 minutes) Teacher will give positive feedback on how the whole activity went, pointing out various resiliency traits when applicable. It will be pointed out that now the students know how to look at books correctly, and by looking at books they can learn new and exciting things.
Identifying Personal Resiliency Factors: (3 minutes) Time will be taken to relate activity to Protective Factors that were practiced today.

Catalina Saludares

Lesson Plan #1: Social Studies

Protective Factors: Expresses positive expectations; Encourages pro-social development; Fosters involvement for all students

Unit: Self- Esteem

Lesson Topic: All About Me Book

Objectives: Students will complete "All About Me Book" which will increase their self-esteem.

Introduction: We will be concentrating on ourselves for the next seven days. You will be thinking and talking about your family, friends, where you live and what makes you happy. You might learn something new about yourself and you could tell the class more about you. Each day, you will think about and work on one of these statements:

- See my family and me.
- See my friends and me.
- See my hand.
- See my pet.
- See my house.
- See me happy.
- See me playing.

We would all enjoy hearing about each other and learning more about each other. This will also help make our classroom ohana strong. Does anyone have any questions? (5 minutes)

Method: Drawing and coloring; Supervised Individual Group Activity; Supervised Group Activity – Discussion

Learning

Activity: At the same time for the next six days, students will be working on one of the statements. They will work in their tribes and discuss each statement. (10 minutes)
When each tribe is done discussing, the tribe leaders will get the incomplete "All About Me Book" and begin illustrating and coloring for that day's statement. (15 minutes)
(total time for all seven days = 175 minutes)

Resources: Copies of the book for all students with their picture pasted on the front cover.

Evaluation: Once all the students have completed their books (after the sixth day), the tribes will reconvene. Within each tribe they will pair off and exchange books with one another. They will discuss each page and evaluate the completeness based on the statement. Each student will make any appropriate revisions. Final evaluation will be made by the teacher using the statement as a guideline. (15 minutes)
(total time for all seven days = 105 minutes)

Summary: Question and Answer (5 minutes)
Point #1: What are some of the things that make you happy?
Point #2: Why are family and friends important?

Lesson Plan #2: Art/Drawing Details

Protective Factor: Fosters active involvement for all students

Unit: Self-Esteem/Art

Lesson Topic: Drawing Your Partner

Objective: All students will draw their partner with appropriate body proportions as shown by the teacher sample.

Introduction: For the past few weeks we have been drawing many different things to help us draw better. We have been learning about lines, colors, shapes and space to help draw things correctly. It's important to draw things in proportion with details. Watch as I draw a picture of one of the students. You need to pay close attention to the different body parts and how and where they connect to each other. Try to add as much detail as you can. This helps make the picture more real. You will get a chance to draw a classmate. When you're done, you'll get to see if your drawing looks like your partner. (5 minutes)

Method: Supervised Individual Activity; Drawing and Coloring

Learning Activity: Students will watch as the teacher demonstrates how to draw someone else. (15 minutes)
They will then pair off and individually discover the correct proportions, colors and parts of the body as they draw their neighbor. (25 minutes)

Resources: White drawing paper and crayons for each student.

Evaluation: Students will exchange drawings with their partner and discuss any necessary changes. Each student will then make revisions on his/her own drawing and hand it in to the teacher for a final evaluation. (10 minutes)

Summary: Discussion/Question and Answer (5 minutes)
Point #1: When trying to draw the likeness of someone you need to pay close attention to details.
Point #2: A picture of someone should be proportional with appropriate body parts.

Lesson Plan #3 Social Studies

Protective Factor: Foster active involvement for all students; Involves parents; Expresses positive expectations

Unit: Self- Esteem

Lesson Topic: Acknowledging Success

Objectives: Students will acknowledge and share a success in community discussion.
Students will feel proud when sharing their parent's comments on one success shared in last night's homework.

Introduction: We are going to continue to talk about what makes us feel good. We all like it when people say nice things about us. We have a warm feeling inside when people acknowledge all the wonderful things we do. For homework last night, your parents wrote about the first time you did something all by yourself. I can't wait to hear what it was. It's also good when you yourself see the good things you do. You need to be proud of all the things you have accomplished. We all are important and good at many things. (3 minutes)

Method: Supervised Group Activity - Discussion
Sharing

Learning Activity: Students will sit in a community circle and when someone throws the yarn ball at them they will share a time when they were proud of themselves. (5 minutes)
When the yarn ball comes to them the second time, they will share what their parents wrote on their homework sheet about the first time they did something all by themselves. (10 minutes)

Resources: Yarn ball, Homework Activity Sheet for each student
Evaluation: Teacher will listen as each student shares.
Teacher will review and evaluate homework. (10 minutes)
Summary: Discussion/Display Work (5 minutes)
Point # 1: The objective of this lesson is to build self-esteem and acknowledge accomplishments.

Lesson Plan #4: Social Studies

Protective Factors: Expresses positive expectations; Encourages goal setting and mastery; Fosters active involvement for all students
Unit: Self- Esteem
Lesson Topic: Acknowledging Positive Actions
Objectives: Students will want to be acknowledged in doing something positive after hearing the positive comments in the ICU (I See You) box
Introduction: We are going to start something new this week. Everyday we see so many people do good things. Sometimes we don't get a chance to say, "Wow, that was really nice of you!." Well, I think it would be really great if we let people know what nice things they have done in our classroom. We are going to start the ICU Box and begin writing what we see. We will keep the writer anonymous. (3 minutes)
Method: Individual Writing Activity; Observation; Group Discussion
Learning Activity: Each student will observe his/her classmates for positive actions throughout the week.
Each student will write one positive action down on a piece of paper then place it in the ICU Box with their classmates name on. Sentence will begin, "I see ____". (5 minutes)
Resources: ICU Box, paper, pencil
Evaluation: The students will get together in a Community Circle on Friday and the teacher will pass out a paper from the ICU box to each student. The students will go around in the circle and read the positive comments on their paper. The teacher and students will see who have been trying to do positive things in the classroom each week. (10 min.)
Summary: Question and Answer (5 minutes)
Point #1: How do we know when people are doing positive things in the classroom?
Point #2: If we want to have our names in the ICU box, what do we need to do?

Lesson Plan 5: Sharing

Protective Factors: Expresses positive expectations; Expresses active involvement for all students
Unit: Self- Esteem
Lesson Topic: Sharing Something Special
Objectives: Students' self-esteem will increase as they participate in sharing with their tribe
Introduction: We all have something that is very important to us and makes us feel good inside. I have a favorite pair of shoes. Every time I put it on, I feel as if I could do anything I wanted. It makes me feel strong and invincible. I know that you all have brought something special today. You will get a chance to share your special thing with your tribe. (3 minutes)
Method: Supervised Group Activity – Discussion; Sharing
Learning Activity: Students will get into their tribes and share their special something and why it is special to them. (10 minutes)
Resources: Something special from each student
Evaluation: Teacher will walk around and observe each student participating in the sharing.
Teacher will ask questions pertaining to the sharing. (5 minutes)
Summary: Question and Answer (3 minutes)
Point #1: How did you feel when you were sharing?
Point #2: Do you think we should continue to share? Why?

Wanda Oshiro

Lesson #1

Protective Factors: Builds inclusion and a sense of community
Unit: Getting To Know Each Other
Lesson Topic: Spider Web (TRIBES Activity)

Objectives: Students will develop their listening skills and feel a sense of community

Introduction: Students sit together in a community circle. Explain the purpose of the activity. Explain that each student will have the chance to share his/her name and something special about him/herself. Then he/she will hold on to the end of the yarn and roll the yarn ball to someone across from him/her. Eventually, a spider web will be formed. Give the students time to think of something special about him/herself. (10 min.)

Method: Large group

Learning Activity: Teacher holds yarn ball and states his/her name and something special about him/herself. Example: My name is Teresa. I am terrific at playing tennis. Then the teacher holds on to the end of the yarn and rolls the yarn ball to a student who is sitting across. The students continue the above process until everyone has shared or passed and a spider web has been created. (20 min.)
Play with the web by having everyone pick up the web, stand, hold it up overhead, and hold it low. They can even hold it waist high and shake it. (3 min.)

Resources: None

Evaluation: Students will be evaluated through community circle sharing and discussion

Summary: Discuss what the students learned from the spider web, how it made them feel, how it builds a sense of community, and how they felt right before and after their turn. (10 min.)

Lesson #2

Protective Factors: To experience influence

Unit: Careers

Lesson Topic: Career Choices (TRIBES)

Objectives: Given several careers, students will be able to make choices and honor each other's choices.

Introduction: Brainstorm various careers. Explain to the students that they are going to make a choice between 2 careers. They will make their choice by moving to one side of the room or to the other. The teacher will designate which side of the room each career is. (15 min.)

Method: Large group discussion; Small group discussion; Movement

Learning Activity: Teacher chooses 2 careers and tells the students to move to either side of the room. Students make their choice and move accordingly. Then students discuss in groups of 3 or 4 why they chose that particular career. Repeat above process using a variety of careers. (20 min.)

Resources: None

Evaluation: Teacher will evaluate students based on ability to make choices and showing respect for the choices of others.

Summary: In community circle, discuss how they felt about making choices and how choices were honored or not honored. (5 min.)

Lesson #3

Protective Factors: Build inclusion and influence

Unit: Working Together

Lesson Topic: Two On A Crayon (TRIBES Activity)

Objectives: Students will be able to work cooperatively in pairs to create a drawing.

Introduction: Briefly discuss agreements of working together and why it's important to work together. Explain that they are going to work in pairs to create a drawing together while listening to music. They may not decide what kind of picture they will draw nor can they talk while drawing. (10 min.)

Method: Small Groups; Hands-on art

Learning Activity: Students form pairs and are given 1 crayon and 1 piece of construction paper. Both partners hold the crayon at the same time and draw a picture together while listening to music. The pairs may not decide beforehand what kind of picture they will draw and they cannot talk while drawing. Afterwards, pairs briefly discuss what they drew and how they worked together. Pairs will also give appreciation statements to each other ("I like it when...", "You helped me when..."). (10 min.)

Resources: Soothing music

Evaluation: Students will be evaluated by their peers and teacher based on how well they cooperated with each other

Summary: In community circle, students will share their drawings. Then discuss if it was difficult not talking, what they did to work together, etc. (5 min.)

Lesson #4

Protective Factors: Encourages inclusion and builds self-esteem and self awareness

Unit: All About Me

Lesson Topic: Me Book (TRIBES Activity)

Objectives: Students will be able to create a "Me Book" through simple sentence writing and illustrations.

Introduction: Explain that the students will be working on a project during the next 10 days. They will make a "Me Book" and will be working on one page at a time. Brainstorm ideas about today's topic. Then model how to write a sentence about the topic. The topics are as follows: (10 min. per day)

Day 1: My name is _____.
Day 2: I am ____ years old.
Day 3: I go to _____ Elementary School.
Day 4: My favorite thing to do is _____.
Day 5: My favorite food is _____.
Day 6: My favorite toy is _____.
Day 7: My favorite thing about school is _____.
Day 8: I feel happy when _____.
Day 9: I feel sad when _____.
Day 10: I feel angry when _____.

Method: Large group discussion; Independent writing/drawing

Learning Activity: Students decide what they are going to write each day. Then they draw a picture that matches their sentence. On the 10th day, students will compile each page into a book. At this time, they will create the front and back covers. (20 min. per day)

Resources: None

Evaluation: Students will be evaluated based on the completeness of their "Me Books" and sharing during Community Circle.

Summary: Students will share their completed "Me Books" during Community Circle. Appreciation will be encouraged and the value of the activity will be discussed. (15 min. on last day)

Lesson #5

Protective Factors: Encourages inclusion and influence

Unit: Working Together

Lesson Topic: The Ideal Classroom (TRIBES Activity)

Objectives: Students will be able to: 1) brainstorm qualities of an ideal classroom and 2) create posters advertising an ideal classroom in pairs.

Introduction: Briefly discuss purpose of lesson. (3min.)

Method: Large group discussion; Small groups

Learning Activity: Begin brainstorming about an ideal classroom. On chart paper, list what an ideal classroom would look like, sound like, and feel like. (20 min.) Explain that students will work in pairs to create a poster about one of the qualities listed on the chart. Students need to write a sentence and draw a picture. Show the class a sample poster. (5 min.) Divide class into pairs and assign a quality to each group. (5 min.) Students work on their posters. (20 min.)

Resources: Sample poster made by teacher

Evaluation: Teacher will evaluate based on group discussion and completeness of posters.

Summary: After all groups have completed their poster, each pair will have the chance to share their poster during community circle. After students share, the other classmates will give appreciation. (10 min.)

Lesson #1

Protective Factor: Encourages pro-social development of values and life skills

Unit: Social Awareness

Lesson Topic: Random Acts of Kindness

Objectives: Given several examples of "Random Acts of Kindness", students will be able to emulate such acts in and out of the classroom. In addition, students will recognize the importance of such acts as an integral part of their daily lives.

Introduction: Can someone give me an example of a "Random Act of Kindness"? A random act of kindness is doing a kind deed for a person for no reason. Some examples might be helping a classmate to the health room, picking up rubbish, or helping with a canned food drive. These are just a few examples of random acts of kindness. Let's take a few minutes to think of a few other examples that we can share with our classmates

before we break up into small groups. (10 minutes)

Method: Discovery; Small Group Discussion; Reflective Writing Assignment; Role- Playing

Learning Activity: Students will break up into small groups of 4 - 5 students and discuss when and where they committed "Random Acts of Kindness." (10 minutes)
Given examples and a short script, students will role-play acts of kindness with one another. (10 minutes)
Students will return to their seats to complete an individual reflective writing assignment. (20 minutes)

Resources: Verbal and written examples of "Random Acts of Kindness"; Books and short videotapes

Evaluation: Students will share part of their reflective writing with the class.
Final evaluation will be made by the instructor who will review the reflective writing assignments. (10 minutes)

Summary: Question and answer (15 minutes)

Point #1: The objective of this lesson was to learn about "Random Acts of Kindness"
Point #2: When and where did you commit your last "Random Act of Kindness"?
Point #3: How did it make you feel?
Point #4: Why is it important to commit kind acts as often as you can?
Point #5: When and where will you commit your next "Random Act of Kindness?"

Lesson #2

Protective Factor: Promotes close bonds

Unit: Building Positive Relationships

Lesson Topic: Communicating My Feelings

Objectives: When taught different types of feelings, students will be able to express their feelings and communicate them in appropriate ways.

Introduction: Today, we are going to talk about feelings. Can someone give me an example of a feeling?
It is important for us to express our feelings in appropriate ways. We can express our feelings by using our faces, our bodies and our words. When expressing feelings with words, we should try to use "I" as a way of owning our feelings. For example, "I feel happy when my teacher tells me I did a great job." Did you notice how I started the sentence with "I"? If you see that I am smiling and laughing, what kind of feeling do you think I am trying to express? If my arms are crossed and my mouth is closed tightly, what kind of feeling am I trying to express? We will learn about how we can express our feelings in positive ways by using verbal, facial and body language. (10 minutes)

Method: Discovery; Games; Drawing

Learning Activity: Students will be shown picture cards of people expressing the following types of feelings: angry; sad; happy; surprise; scared; and, curious.
Students will identify the feelings shown on the pictures and practice using the facial expressions with a partner. Given examples, students will practice using "I" statements and appropriate body language with their partners. (20 minutes)"Feelings Mask" (20 minutes) Students will draw a mask (on a paper plate) of how they are feeling & share with the class why they are feeling that way.

Resources: Videos
Books

Evaluation: Students will break up into small groups of 4 - 5 and brainstorm appropriate ways of expressing feelings using their faces, body language and words. Students will discuss the importance of expressing feelings. The instructor will walk around the classroom and observe the groups as they engage in discussion as a method of evaluation. (10 minutes)

Summary: Question and answer (15 minutes)

Point #1: The goal of this lesson was to learn about feelings.
Point #2: What are the six feelings that we reviewed today?
Point #3: How can you show your feelings to those around you?
Point #4: Why is it important for us to express our feelings and not keep them bottled up inside?

Lesson #3

Protective Factor: Encourages goal setting and mastery

Unit: Career Exploration

Lesson Topic: Who am I?

Objectives: Upon completion of the Myers-Briggs Type Indicator (MBTI) and the Career Occupational Preference System (COPS), students will gain insight into their individual strengths and weaknesses. In addition,

students will learn what kinds of jobs and careers they might consider pursuing based on the results of the MBTI and COPS inventories.

Introduction: Today, we will be doing some activities that will teach us more about who we are as individuals. The activities that we will be doing look like tests but there are no right or wrong answers. The answers you choose are based on what you like and dislike. Remember, choose the answer that best describes you. The first activity that we will be working on is called the Myers Briggs Type Indicator or the MBTI. This activity reports your personal preferences on four different scales. The purpose of the MBTI is to provide a better understanding of who we are and how we interact with others.
The second activity is called the Career Occupational Preference System or the COPS inventory. The COPS will help us define what kinds of jobs or careers we might be interested in pursuing in the future. (15 minutes)

Method: Discovery; Individual Activities; Library Research

Learning Activity: Students will answer the questions on the MBTI and the COPS inventory.
Students will pair up and help each other score their profiles. (45 minutes)

Resources: MBTI; COPS; Department of Labor; Career Kokua; List of different jobs and careers (generated by the instructor)

Evaluation: Students will pair up and discuss the results of their MBTI and COPS profiles. Following the discussion, students will prepare a list of five possible job or career choices based on the results of their profiles. Students will research their jobs at the library on their own time. The research will include job outlook, average salary and educational/training requirements. (15 minutes)

Summary: Question and answer (10 minutes)

Point #1: The purpose of this lesson was to learn about ourselves.
Point #2: The results of the MBTI and COPS profiles are not meant to be used as strict guidelines for determining our future career goals. They are meant to help us discover our strengths and weaknesses and possible career choices.
Point #3: How will the results of the MBTI and COPS profiles help you?
Point #4: What have we learned today about ourselves that we can use to our advantage when we are in school, with our friends or with our family?

Lesson #4

Protective Factor: Promotes close bonds

Unit: Hawaiian Values

Lesson Topic: Lokahi (Unity)

Objectives: Students will learn the meaning of lokahi. In addition, students will strive to have "lokahi" or "unity" in the classroom.

Introduction: The Hawaiian word "lokahi" means "unity" or "to be expressed with harmony." When we are in the classroom, it is important to remember that all of our ideas are valued and we all have a right to express our thoughts and feelings without fear of being put down or teased. If we are to learn as a group, we must strive for lokahi. It is difficult to learn in an environment where everyone is arguing or not getting along. Therefore, we must do our best to respect and value each person's differences. Can anyone tell me why I chose "lokahi" as the word for today? (10 minutes)

Method: Discovery
Class Activity

Learning Activity: On a small piece of paper, each student will write down a problem that he/she is currently facing in the classroom or in school. The teacher will pass around a small fish bowl and each student will place their piece of paper into the fish bowl. The teacher will pull out one of the papers and read it aloud to the class. The students will think about how they as a group can help solve the problem that was presented by the teacher. When classroom consensus is reached, the problem will be systematically solved based on the recommendations of the students.
Everyday, the teacher will pull out one or two problems out of the fish bowl and allow the class to problem solve. The students are encouraged to place new problems or dilemmas into the fish bowl as they arise. (35 minutes)

Resources: The students of the classroom

Evaluation: The class will discuss how they feel about writing their problems down and having it solved as a group rather than individually. (10 minutes)

Summary: Question and answer (10 minutes)

Point #1: The goal of this lesson was to learn about lokahi and how we can utilize it's value in the

classroom.
Point #2: What does lokahi mean to you?
Point #3: Do you feel that the fish bowl exercise will help everyone get along better?
Point #4: What other things can we do to get along with our classmates?

Lesson #5

Protective Factor: Promotes close bonds
Unit: Hawaiian Values
Lesson Topic: Ahonui (Patience)
Objectives: Students will learn the meaning of ahonui. In addition, students will strive to have "ahonui" or "patience" as an integral part of their lives.
Introduction: The Hawaiian word "ahonui" means "patience" or "to be expressed with perseverance." Being patient means being calm and understanding of the people and things that surround you. It is not always an easy task to show patience and understanding. However, if we are to have "lokahi" or "unity" in the classroom as we previously discussed, we must also have patience for one another. Being patient can mean many different things. What do you think it means to be patient? How can we show patience to those around us? (10 minutes)
Method: Discovery; Role- Playing; Reflective Writing Assignment
Learning Activity: Students will pair off and role-play the act of showing patience based on written script provided by the teacher. In addition, students will create their own dialogue with one another. (20 minutes)
Students will have a reflective writing assignment about when they showed patience and the outcome. Was it a positive or negative outcome? (20 minutes)
Resources: The students of the classroom
Evaluation: The class will share a part of their reflective writing assignment with the class. The teacher will evaluate the writing assignments. (10 minutes)
Summary: Question and answer (10 minutes)
Point #1: The goal of this lesson was to learn about ahonui & how we can integrate it into our daily lives.
Point #2: What does ahonui mean to you?
Point #3: Do you feel that having patience for others and showing patience is important?
Point #4: In what ways can we teach patience to those who don't have it?
Point #5: In what situations must we show patience?

Gregg Iha

Lesson #1

Protective Factor: Encourages pro-social development (cooperation)
Unit: Cooperation, Group problem-solving
Lesson Topic: Cooperation, Group problem-solving
Objectives: Given a rope tied together at both ends, students will use cooperation, communication, and problem-solving skills to create shapes with the rope.
Introduction: (5 minutes) Today the class will go outside to participate in a group activity which will require cooperation and group problem-solving skills. I will be giving the class a long length of rope that is tied together at the ends. The entire class will work together to form a variety of shapes with the rope. Each student must hold onto the rope with both hands. (Demonstrate how students should hold onto the rope.)
Method: Supervised group activity, group discussion, individual reflection
Resources: Rope tied at both ends (about 50 feet for a class of 25 students)
Learning Activity: (30 minutes) Take the students outside. A shady area is preferable. Give the rope to the class and ask each student to hold onto the rope with both hands. Instruct students not to pull on the rope hard because that can cause someone the get hurt. Challenge students to create the shape of a circle out of the rope. Remind class that each student must have both hands on the rope. Challenge students to create other shapes of increasing difficulty. TRIANGLE, SQUARE, RECTANGLE, DIAMOND. You can add more specific directions if desired.

- assign a leader to give directions for a shape
- tell class that each student must have a chance at holding a corner

Challenge students to form the shape of various numbers and letters out of the rope. Challenge the students to spell someone's name, one letter at a time.

Evaluation: (15 minutes) Evaluation can be done throughout the learning activity and does not have to be done only at the end. Ask students to reflect and describe the experience. How did the group solve each problem? Did someone take the lead? Was the same person the leader for each shape? Were there too many leaders at times? What does it feel like to be giving / receiving directions? How did it feel to be holding a corner for a shape? Were the same people always the corners?

Summary: (10 minutes) Upon returning to the classroom, discuss activity. How was cooperation displayed? What student behaviors contributed to success of the group? What behaviors hindered the group? What did you like / dislike most about this activity?

Lesson #2

Protective Factor: Autonomy (self-esteem), pro-social bonding (inclusion)

Unit: Introducing self to the class, Feeling good about self

Lesson Topic: Creating a Coat of Arms

Objectives: By completing a coat of arms, students will reflect and share on the positive people, places, and things in their lives.

Introduction: Today you will have a chance to think about the positive things in your life and place them onto your coat of arms. Many people say that the coat of arms looks like a shield. It will serve us like a shield once we fill it with the things in our lives that make us feel good about ourselves.

Method: Supervised individual activity and small group sharing

Resources / Materials: Copy of the coat of arms for each student, pencil, pens, crayons

Learning Activity: (50 MINUTES TO COMPLETE COAT) Distribute a blank copy of the coat of arms to each student. Instruct the students to fill in their coat of arms according to the criteria below. Students can write, draw, or use a combination of both to fill in each area. Students can draw or write as many things as they want in each space. Colored pens or crayons can be used if desired. (25 minutes for sharing coats of arms in small groups) After all students have completed their coats of arms, have them get into small groups of 4-5 students. In their small groups, have each member share his/her coat of arms. After a student has shared, allow the other members to ask questions about what was shared.

Evaluation: (10 minutes) Instruct groups to discuss any similarities or things that members have in common. Allow students to share appreciation, what they found most interesting about each other, or things they learned about others. Final evaluation can be made by the teacher based on the completed coats of arms.

Summary / Conclusion: (10 minutes) The students can cut out their coat of arms and place them onto a class bulletin board. If appropriate, students can glue their coat of arms onto a folder or portfolio that will be used in class throughout the school year. See Attachments 13-14; pp. 134-135.

Lesson #3

Protective Factor: Inclusion, autonomy (self-esteem), expresses positive expectations for future

Unit: My life

Lesson Topic: Life timeline

Objectives: Students will reflect on and record the positive highlights of their life to date and make predictions about the positive highlights in their future.

Introduction: Today all of you will be thinking about the positive highlights that you have experienced in your life and make predictions about the highlights that may be in your future. You will put these ideas onto a life timeline and share parts of it with a small group.

Method: Supervised individual activity, small group sharing

Resources: 3" x 5" index cards (or slips of paper, cardstock, etc.), string, tape

Learning Activity: (60 minutes) Instruct students to think about the major highlights and accomplishments of their life so far as well as those that they predict / anticipate for their future. Have students share some possible examples (birth, entering kindergarten, awards, successes, graduation, first job, college, marriage, parenthood, buying a home, career choice, promotion, retirement, etc.). Have students list their highlights on a sheet of paper. Instruct students to be specific in labeling each highlight (indicate exactly what awards were for, where your new home will be, what type of job promotion, etc). When students are done with their lists, provide them with the index cards, string, and tape (can be shared by a small group). Instruct them to write or draw one highlight on each card then tape the cards onto their string in the proper sequence.
(20 minutes) When all timelines are completed, have students share parts of their timelines in small groups

of 4 - 5 students.

Evaluation: Have students debrief activity. What have they learned about themselves / others? What did you like best about this activity? How did it feel to share parts of your timeline with your group? Teacher can evaluate the completed timelines.

Summary: Completed timelines can be hung up in the classroom if desired and space permits. Timelines can be displayed during school open house or parent teacher-conference then sent home.

Lesson #4

Protective Factor: Pro-social bonding (inclusion)

Unit: Social Competence

Lesson Topic: Kindness, appreciation

Objectives: After listening to the story of Fuzzyland, students will be able to define, identify, and give examples of "warm fuzzies" (kindness, appreciation) and "cold pricklies" (cruelty, put-downs).

Introduction: Inform students that you will be reading / telling them a story that has a very valuable message. Ask students to use attentive listening while you read or tell the story of "Fuzzyland" (refer to copy of "Fuzzyland" from TRIBES: A New Way of Learning and Being Together by Jeanne Gibbs, published by Center Source Systems, LLC, Sausalito, California, 1995.)

Method: Storytelling, class discussion, individual writing response

Resources: Gibbs, Jeanne, TRIBES: A New Way Of Learning and Being Together. Center Source Systems, LLC, Sausalito, California, 1995.

Learning Activity: (25 minutes) Read or tell the story of "Fuzzyland". Discuss the story. What did you learn from the story? What message is the story trying to share? What is a warm fuzzy? What can we give to others that will have the same effect as a warm fuzzy? (kindness, compliments, appreciation) What is a cold prickly? What do people give to others that have the same effect as a cold prickly? (put-downs, teasing, cruelty) Can anyone share an example of a warm fuzzy that they shared or received today? Can anyone share an example of a cold prickly that they shared or received today?
(20 minutes) Ask students to take out a sheet of paper and fold it twice to create four sections. Have students label the four boxes as follows: upper left box- "Warm Fuzzies I Have Shared", upper right box- "Warm Fuzzies I Have Received", lower left box- a "Cold Pricklies I Have Shared", lower right box- "Cold Pricklies I Have Received". Instruct students to reflect back on the past week to fill in some examples in each of the four boxes.

Evaluation: Teacher can evaluate student responses.

Summary: (10 minutes) Before collecting responses, ask students to reflect on activity. Ask volunteers to share from their lists. Do you have something written in each section? Which sections were easier/harder to complete? Is any list much larger or smaller than the others? Does that suggest that a change is needed? What have you learned about yourself and the way you interact with others?

Lesson #5

Protective Factor: Pro-social bonding (inclusion)

Unit: Social Competence

Lesson Topic: Expressing kindness, appreciation, & compliments. This lesson should follow the lesson on "Fuzzyland".

Objectives: Students will give and receive expressions of kindness, appreciation, and compliments.

Introduction: (5 minutes) Review the story of "Fuzzyland". Does everyone remember the story I read to you about "Fuzzyland"? In that story, what was a warm fuzzy? How did they make people feel? Although we do not live in Fuzzyland, how can we help people feel warm, happy, and friendly? (kindness, appreciation, compliments) Today we will do an activity where we will all give and receive kindness, appreciation, and compliments (warm fuzzies).

Method: Supervised group activity, group discussion

Resources: Warm fuzzy (yarn ball) or stuffed animal.

Learning Activity: (45 minutes) Students, please sit in a large circle facing the middle. We will call this our community circle. We will use today's community circle to give and receive warm fuzzies. Does everyone remember what warm fuzzies are? (kindness, appreciation, and compliments) Show the group the warm fuzzy (yarn ball or stuffed animal). The student who is holding the warm fuzzy will be the one to receive the words of kindness, appreciation, and compliments from others in the class. When a student is holding the warm fuzzy, the rest of the group will think of something nice to say to that student. Students who have something nice to say will raise their hand. The student holding the warm fuzzy will be allowed to call on

three students who have their arm raised to receive a warm fuzzy from those students. After three students are called on, the warm fuzzy (yarn ball or stuffed animal) is then given to someone who hasn't had it yet. Encourage all students to think of warm fuzzies to share and to select students who have not been chosen to share yet. Continue until all students have held the warm fuzzy.

Evaluation: Teacher can evaluate student responses.

Summary: (5 minutes) Debrief activity. How did it feel to receive warm fuzzies from others in the class? How did it feel to give warm fuzzies? Remind students that "warm fuzzies" can be shared at anytime, not only in our community circle. Encourage students to share the warm fuzzies that they did not get to share during the activity at another time.

Deborah Pelosi

Lesson #1

Protective Factor: Appreciates the unique talents of each individual

Unit: Special Me

Lesson Topic: Post-reading Graphic Organizer of "I Like Me" by Nancy Carlson

Objectives: Students will make a web and illustrate a page of a class book titled "I am special and these are some ways I take care of myself".

Introduction: Do pre-reading activities: Look at the cover, read the title and make predictions. On chart paper make a web with a little pig in the center. (5 minutes) Read "I Like Me" by Nancy Carlson. Text is as follows: I have a best friend. That best friend is me! I do fun things with me. I draw beautiful pictures. I ride fast! And I read good books with me! I like to take care of me. I brush my teeth. I keep clean and I eat good food. When I get up in the morning I say, "Hi, good-looking!" I like my curly tail, my round tummy, and my tiny feet. When I feel bad, I cheer myself up. When I fall dawn, I pick myself up. When I make mistakes, I try and try again! No matter where I go, or what I do, I'll always be me, and I like that. (5 minutes) Each one of us is as special as this author, Nancy Carlson's little pig. She takes care of her body and her inner self, she can do many things, and she loves herself. Let's web together how this little pig takes care of herself. (10 minutes)

Method: Discussion; Perusing text; Individual writing activity

Learning Activity: Students will web how they each take care of themselves. I am special and these are some ways I take care of myself. Their name will be in the middle of the web. They will illustrate as appropriate. (20 minutes)

Resources: text, chart paper, paper for each student

Evaluation: Students will share their paper and teacher will compile to make a class book. 15 minutes

Lesson #2

Protective Factor: Appreciates the unique talents of each individual

Unit: Special Me

Lesson Topic: Postreading Graphic Organizer of "I Like Me" by Nancy Carlson **(I am special & I have a talent for ...)**

Objectives: Students will define the word talent and relate it to themselves. Students will write and illustrate a page of a class book titled **(I am special and I have a talent for...)**

Introduction: On chart paper write talent. Who can tell me what this word means? Yes, talent is something you can do well. Our little friend the pig has quite a few talents. Does anyone remember what were some things she could do well? I am going to read "I am special" again. Listen with your ears and help me write down all her talents. Read story again. List suggestions. Turn to the appropriate pages to prompt. (20 minutes)

Method: Discussion; Perusing test; Individual writing activity

Learning Activity: Student will finish this sentence **(I am special and I have a talent for...)** Illustrate page appropriately. (20 minutes)

Resources: text, chart paper, paper for each student

Evaluation: Students will share their paper and teacher will compile to make a class book. (15 minutes)

Lesson #3

Protective Factors: Encourages pro-social development of values and life skills; Promotes sharing of responsibilities, service to others, "required helpfulness"; Promotes close bonds ;Encourages supportive relationships with many caring others

Unit: Special Me + ongoing throughout the year

Lesson Topic: The Wall of Fame

Objectives: Students will select a classmate and identify acts of good deeds, kindness, helpfulness, and caring. Students will fill in the inductee form and will relate to class his/her candidate for The Wall of Fame.

Introduction: How many of you noticed a new bulletin board? Can you read it? What do you think it means? What does fame mean? What can we put on the bulletin board? I would like for us to recognize students who do good deeds, are kind, helpful, and caring. I have a special form for you to fill out. Your name goes on the first blank because it says I comma induct. What does induct mean? Yes, you nominate and write your friend's name in the second blank. Into The Wall Of Fame because and here you write what good deed, kindness, helpful or caring act they did. Glue their photo here in the star and place in the Completed Forms Basket. Teacher will demonstrate. (15 minutes)

Method: Discussion; Individual Writing Activity; (1.5 hours) Display + set up materials

Learning Activity: Students will recall and recognize specific acts other students have done in a written form for public display. (15 minutes)

Resources: Bulletin board with bright cutouts Wall of Fame; Inductee forms in basket; Photos of students in basket; Completed Forms Basket; Colored pens, markers, pencils, table and glue

Evaluation: Students will read completed Wall of Fame inductee forms to the class. See Attachment 15, p. 136.

Lesson #4

Protective Factor: Encourages pro-social development of values

Unit: Literature

Lesson Topic: Values in Literature

Objectives: Students will identify and name various components of a literature piece. Students will interpret a literature piece and classify the various components. Students will label a Literature Matrix that will include the following: title, author, beginning, middle, end, generalization(s), Universal Concept(s)

Introduction: Explain the meaning of each heading in the Literature Matrix. Read a story in The Children's Book of Virtues edited by William J. Bennett and walk them through the process. (20 minutes)

Method: Discussion; Perusing, interpreting, and classifying text

Learning Activity: Through classification and summary, students will recognize and develop values. Shared and Individual reading activity. (15 minutes)

Resources: Appropriate text; Colored markers; Literature Matrix (1 hour)

Evaluation: Students will fill in the Literature Matrix appropriately with little assistance.

Lesson #5

Protective Factor: Sets and enforces clear boundaries

Unit: Special Me

Lesson Topic: Classroom ground rules

Objectives: Students will decide the criteria for a safe, harmonious and productive classroom environment. Students will compose Community Agreements based on Tribes and will include the following: ATTENTIVE LISTENING, APPRECIATION/NO PUT DOWNS, THE RIGHT TO PASS, MUTUAL RESPECT

Introduction: On chart paper, record the following: Children, what if we had no rules? What would our classroom sound like? What would it look like? What would it feel like? Would you feel safe? Would you like to come to a classroom like that? Can you learn in a classroom like that? Solicit from students what a safe, harmonious, and productive classroom would look, sound, and feel like. (15 minutes) Record on chart paper. (15 minutes)

Method: Discussion; Graphic Organizer

Learning Activity: Students will generate COMMUNITY AGREEMENTS. (15 minutes)

Resources: chart papers, markers

Evaluation: Does the classroom work? How do you feel?

Protective Factor: Building relationships and social skills
Unit: Self (Grade 1)
Lesson Topic: Learning about self and others
Objectives: To build inclusion and community; To teach social skills.
Introduction: Read story: We Are Best Friends by Aliki
Everyday in our classroom, we will be starting our mornings in our community circle. This will help us to start our day off with a big smile. We will also get to know one another very well. This here is a Koosh ball. The only time you're allowed to talk during community circle is when the Koosh ball is in your hands. If you don't have the Koosh ball and you would like to speak, please raise your hand. Their will be 4 agreements that we as a community need to follow. These agreements are:

1) Attentive listening
2) Appreciation statements/no-put downs
3) The right to pass
4) Mutual respect

These agreements will be taught with different types of lessons. We all need to try our best to follow these agreements. Every morning when we come together as a community, we will review the agreements. Then we will have a question of the day. Everyone will have a chance to speak as the Koosh ball is passed around. We will also allow time at the end to allow students who have passed to share. (30 minutes)

Method: Inclusion
Learning Activity: After we have all learned the community agreements, we will begin to answer our question of the day. As the teacher, I will choose which question will be asked and on which day it will be asked. (20 minutes)
Suggested Questions of the day:

* I feel happy when ...
* I feel angry when ...
* My favorite food is ...
* When I think of green, I think of ...
* What is something cold ...
* If I were an animal, I would be ...
* Friends are ...
* I like to go to school because ...

Resources: We Are Best Friends by Aliki
Evaluation: Teacher will informally evaluate by observing the different types of communication skills that was used by the students. Teacher will also evaluate how well students follow the community agreements and what types of social skills were being used to support positive relationships.
Summary: Discussion/Reflection Questions (20 minutes)
-- What's one thing you learned in the community?
-- Was it difficult to find something to say in our community?
-- How does sharing this way help our class?
-- How well did the community listen when you shared?

Lesson #2

Protective Factor: Building positive self-esteem
Unit: Self (Grade 1)
Lesson Topic: Learning about self and others
Objectives: To build self-esteem and self-awareness.
To build inclusion.
To experience communication without words.
Introduction: Read: Wordless picture book of choice
What would happen if no one could use their voices to communicate? What would you do? Today, we will be learning a little about non-verbal communication. This is when you communicate using no words. The only thing you can do is use body language. Does anyone know what this is called? This is what is called pantomime. I will be splitting you into two groups. Each group will have a chance to do different expressions and movements. No one is allowed to talk until we have our class discussion. Some of the things you can do are: (30 minutes)

- facial expressions: funny, scared, sad, happy
- feeling walks: walk angrily, walk sadly
- people walks: clown, robber
- animal walks: dog, duck
- character or situations: an actor dying in a movie scene
- exploring senses: tasting a lemon, stepping on glass

- * handling imaginary objects: jumping rope

Method: Inclusion; Discovery

Learning Activity: After the introduction of the activity, I will ask the students; what are some of the expressions or movements that can be done during this activity? I will then model some of these expressions and movements. They can discover on their own the different types of things they can do to communicate without using words. Now that they know what is expected of them they can practice different types of ways to pantomime. They will be broken up into groups to pantomime for each other. (20 minutes)

Resources: Wordless picture book

Evaluation: Teacher will informally evaluate by observing the different types of non-verbal communication that was used by the students. Teacher will also evaluate how well students used non-verbal communication. Was it effective? Or was their a discussion/talking during the activity?

Summary: Discussion/Reflection Questions (40 minutes)

- Was it easy to show your emotion and feelings?
- What did you find out about yourself and others?
- What did we have to do to make this activity work?
- How could you tell that others were being good listeners and watchers?
- How did you feel when you were participating in the activity?
- Can anyone show me or tell me what you favorite expression or movement was? Who did it? Can you give this person an appreciation?

Lesson #3

Protective Factor: Feelings of self-confidence

Unit: Self (Grade 1)

Lesson Topic: Learning about self

Objectives: To build self-esteem and self-awareness.
To build inclusion.
To experience working on a long-range project.

Introduction: During the past week we have been learning a lot about ourselves. Now that we have had many discussions, in the next ten days we will be making a book about ourselves. I will be giving you a sentence to complete each day. Then I want you to draw a picture to show what you have written. When each of you have ten sentences and pictures about yourselves, we will form it into a "ME book". I will also give you a chance to illustrate the cover of your "ME book". When we are completed with our books, you will then have a chance to share it with your classmates. (10 minutes)

Method: Supervised Individual Activity; Inclusion

Learning Activity: We would first discuss different questions we could answer in our "ME book". We can discuss some of the different answers we could give to these questions. (10 minutes)

Examples:

*I feel great when ...
*I feel angry when...
*I feel sleepy when...
*My mom thinks I'm...
*My dad thinks I'm...
*My favorite toy is...
*My favorite food is...
*The place I like best to be is...
*My best friend is...
*I like to go to school because...

Based on what we have just discussed, each student will be able to complete each sentence and illustrate the statement that was assigned for that day. (30 minutes)

Resources: Completed "ME book" as a sample

Evaluation: Students will share their completed "ME books" to one another. They will give one another appreciation statements. Final evaluation will be made by teacher, just to look over completion of assignment. (30 min)

Summary: Discussion (10 minutes)

- How did this activity help you to get to know your classmates?
- Was it difficult to think of things to draw or write?
- Did you find something out that was new about yourself?

Lesson #4

Protective Factor: Building positive relationships

Unit: Self (Grade 1)

Lesson Topic: Learning about self and others

Objectives: To build self-esteem and self-awareness.
To build inclusion.
To encourage positive statements towards one another.

Introduction: We are continuing to learn more about ourselves and today we will begin to learn about others. Can any of you think of anything nice you can say about anyone in this class? Well, today we will begin to get to know each other better and you will have many nice things to say. We will be getting into pairs and you will be making silhouettes of one another. I will be giving you two pieces of construction paper, one for each of you. Place one piece of construction paper on the wall. Now I want you to choose who will be the first person to draw and who will be the first person to sit down, so that your friend can draw your silhouette. (I will model this for the students before I allow them to do it on their own.) Each of you will have a chance to draw a silhouette and be the model for a silhouette. I will darken the room and you may turn on your bright light when you are ready. When your silhouettes are completed please mount it onto the black construction paper that I pass out. When we are all completed with our silhouettes, I will allow each of you to take one or two magazines to complete a collage that represents who you are. If you need, you may draw pictures to put onto your collage. When all of these are completed, I will hang them up around the room with an envelope with your name on it hanging from the bottom of your silhouettes. We will have a silhouette museum when all is completed. You may place positive appreciation statements to anyone you want into the envelopes. (30 minutes)

Method: Supervised Individual Activity
Inclusion
Discovery

Learning Activity: Students will look over different silhouettes that I have just modeled for them. Then they would all look at samples of completed collage silhouettes that were done by other first graders. We would then discuss these collage silhouettes. I would ask the students these questions: (15 minutes)

- Why do you think they put these types of pictures on their silhouettes?
- Do you think a girl or boy made this silhouette?
- What kind of appreciation statements can you give any of these silhouettes?

Resources: Completed collage silhouettes as samples

Evaluation: Students will share their completed collage silhouettes with their partner. They will give one another appreciation statements. When the Silhouettes museum is put up, the students may evaluate the rest of the class, by placing appreciation statements into their envelopes. Final evaluation will be made by teacher, just to look over completion of assignment and appreciation that were made and given by other students. (30 minutes)

Summary: Discussion (15 minutes)

- How do the magazine pictures represent you?
- How does this activity help you get to know other students?
- How well did you work with your partner?
- How did you feel when you finished your silhouettes?
- What is one thing you can do to work better with a partner?

Lesson #5

Protective Factor: Building relationships and positive self-esteem

Unit: Self (Grade 1)

Lesson Topic: Learning about self and others

Objectives: To build inclusion.
To reinforce the concept of appreciation.
To build self-esteem.

Introduction: We know how good it feels to have others tell you nice things. Well, today we will be making warm fuzzy bags out of brown paper bags. What I want you to do is decorate it any way you want. You may use markers, crayons, scraps of construction paper, or anything else you may find. The only thing I ask for you to do is, write your name big somewhere on the paper bag. When we are all done we are going to hang our bags around the room. I will then allow you to write a warm fury statement for each student in this class. (A warm fuzzy is something that makes people feel good.) Place them in their warm fuzzy bag. We will leave our bags hanging around the room for the rest of the month, so you may place additional warm fuzzies in the bags anytime throughout this month. You may read your warm fuzzies during recess or during free time. (15 minutes)

Method: Inclusion; Supervised Individual Activity

Learning Activity: Students will be able to use their creativity and imagination to create a warm fuzzy bag. Through direct instruction and modeling, they will be able to follow directions. (30 minutes)
Based on positive relationships built throughout our unit on self and others they will be able to write warm fuzzies for everyone in class. (30 minutes)

Resources: Teacher's warm fuzzy bag that was self-made during modeling.

Evaluation: Teacher will see if assignment is complete and also if the student followed directions. For example, did the student write their name on their bag? Teacher will also observe students placing warm fuzzies into other students warm fuzzy bags.

Summary: Discussion/Reflection Questions (20 minutes)

- What did we learn during this activity?
- Why is it important to know how to give warm fuzzies?
- How might our world be a better place if more people gave away more warm fuzzies?
- How did you feel receiving such nice messages?

Lesson #1

Protective Factor: Self Worth

Unit: Guidance (self concept)

Lesson Topic: Building Self Esteem

Objectives: Children will identify their similarities and differences and will recognize that the differences are what make people special.

Introduction: "Today we are going to read the story <u>You Are Special</u> by Colin Walker. Who can guess what this book is about (show cover)? Let s see if our predictions are correct." (10 min.)
Read story to students. Discuss who was right.
"We are going to discuss with our tables, what we like about ourselves. You have to finish the sentence "I like..". It has to pertain to yourself. We are not bragging, but saying something we like about ourselves. (10 min.)

Method: Discussion/Individual Activity

Learning Activity: Explain to the children that for the next four days they will be creating an "I am Special" book. Each day they will write and illustrate 2 pages of "I" or "Me" statements. Teacher will write 2 statements on the board which the class will discuss. Children will copy and complete each on a sheet of paper. (20 min. (5X))

I feel great when...	My favorite time is...
I feel anger when...	My favorite person is...
I am good at...	My family loves me because...
I wish I could ...	My favorite place is...
I want to learn...	I'd like to be a...

Each person will share their pages with the members of their group at the end of each day. Group sharing will be done if there is time.

Resources: <u>You Are Special</u> by Colin Walker; 10 sheets of white paper for each child; pencils; crayons/markers

Evaluation: Students will give themselves a rating of 3, 2, or 1 (class rating system) on the quality of their work.
3 - best effort 2 - average effort 1 - little/no effort (not completed)
Teacher will evaluate based upon same system. (5 min.)

Summary: Question and answer (on last day) (10 min.)
Is everyone alike? Are there similarities? Should we value differences? Did you get to know your classmates better? Was it difficult to think of things? Did you discover something new about yourself? Are you special? ... <u>YES</u>!!!

Lesson #2

Protective Factor: Self-Worth

Unit: Guidance

Lesson Topic: Jigsaw Puzzle

Objectives: Students will work cooperatively to put together the class puzzle. They will see that they need everyone to complete the puzzle and the puzzle is not complete without all pieces.

Introduction: "You each have a piece of a puzzle on your desk. What do you think we are going to do with these pieces? Correct. We will be putting these together and forming a rectangle. (5 min.)

Method: Individual Activity/Group Activity/Discussion

Learning Activity: Before you put your pieces together, you need to decorate your puzzle piece with your name. You may also color the rest of the piece with some kind of pattern or design. (15 min.)
Once you're done, you may quietly walk around and look for pieces that could match yours. If you look at your piece, you will see that there is a unique cut that can match someone else's piece Those who are done can go to the table and begin to put our puzzle together (Teacher will need to remain at the table to keep order). Once the puzzle is put together, puzzle can be glued to a sheet of paper.
"Is everyone's puzzle piece different? How is that like each of you?"
"What would happen if we left out one piece? How does that apply to us?" (25 min.)

Resources: large sheet of oak tag cut into puzzle pieces with unique cuts; (enough pieces for class); larger sheet to glue finished puzzle

Evaluation: Students will give themselves a rating of 3, 2, or 1 (class rating system) on the quality of their work and cooperation. (5 min.)
3 - best effort 2 - average effort 1 - little/no effort (not completed)

Summary: Question and Answer (10 min.)
"Is everyone's puzzle piece different? How is that like each of you?"
"What would happen if we left out one piece? How does that apply to us?"

Lesson #3

Protective Factor: Self-Worth

Unit: Guidance (self concept)

Lesson Topic: Silhouette

Objectives: Children will assist each other in creating a silhouette of their head profile. Children will write a riddle about themselves

Introduction: We have been doing a lot of activities that show how we are all special and unique. Today, we are going to be creating silhouettes of ourselves. But before we start, what do you think silhouette means? (each pair gets a dictionary) Who can tell me what the dictionary says? What does that mean? (10 min.)

Learning Method: Discussion/Group Activity/Individual Activity

Activity: You will be making silhouettes with the members of your table. (Explain how to trace then cut.) Each table will get a flashlight and each person will get a turn helping another person trace their silhouette. Each group has to decide how they are going to do this. After everyone is traced, then your group may cut. (35 min.)Once you have cut your silhouette out and glue it to a white construction paper, each person has to create a riddle for themselves and glue it to the bottom of their silhouette. A riddle gives clues to who the person is and ends with the question "Who am I?" (25 min.) After the children finish, post their silhouettes and have a "gallery walk" - let the children go around the room and guess the riddles on the silhouettes.

Resources: 9" X 12" black construction paper for silhouette; 9" X 12" white construction paper for background; flashlights (one per group), scissors, glue, lined paper for riddle

Evaluation: Students will give themselves a rating of 3, 2, or 1 (class rating system) on the quality of their work.
3 - best effort 2 - average effort 1 - little/no effort (not completed)
Teacher will evaluate based upon same system. (5 min.)

Summary: Question and answer (10 min.)
Does everyone's silhouette look alike? Why do they look different? Are your riddles the same? Different? Why? There are differences because? You are special!

Lesson #4

Protective Factor: Relationships

Unit: Guidance

Lesson Topic: Qualities of Friendship

Objectives: Students will name the qualities they possess which make them a good friend. They students will identify the qualities they look for them they want to make a "true" friend.

Introduction: "Today we are going to read Frog and Toad Are Friends by Arnold Lobe." Have students predict the story. After reading the story, validate their predictions. After discussing what makes frog and toad a good

friend to each other, have children discuss with their table, why each is a good friend and what they look for in a "true" friend (have children define). (15 min.)

Method: Discussion; Group/Individual Activity

Learning Activity: Based of their discussion of the qualities of friendship, groups will write down all positive qualities. After 15 minutes the teacher will create a list of the groups qualities. Students will look over list and see which qualities they already possess. (15 min.) Students will create personal ad for themselves. Given a 9" X 12" sheet of paper, they will "sell" themselves as a friend (listing friendship qualities) and state what they are seeking in a "true" friend. Students will share their ad with their table, then post around the room. (25 min.)

Resources: Frog and Toad are Friends by Arnold Lobel; 9" X 12" white construction paper and crayons/markers

Evaluation: Students will give themselves a rating of 3, 2 or 1 (class rating system) on the quality of their work.
3 - best effort 2 - average effort 1 - little/no effort (not completed)
Teacher will evaluate based on same system. (5 min.)

Summary: Question and Answer (10 min.)
What did you define as a "true" friend? What are the qualities of a "true"/good friend? Are you a good friend? Can you become a good friend?

Lesson #5

Protective Factor: Relationships

Unit: Guidance

Lesson Topic: How to ask for something politely (manners)

Objectives: Students will be able to ask for something using the word "please" and saying "thank you" upon receipt

Introduction: "Yesterday we talked about friendship. Today I am going to read you the story Rainbow Fish. I know some of you may have heard it, but as I read, I d like everyone to think about what we talked about friendship and the definition of a "true" friend." (15 min.) After reading, have a short class discussion on Rainbow Fish as a friend.

Method: Discussion/individual and group activity/role playing

Learning Activity: "Today we are going to pretend that we all are the little blue fish in the story, and we are asking Rainbow Fish for one of his scales. First, you will need to go back to your desk and color your little blue fish and cut it out." (15 min.) "Those who are done come down to the floor. When you ask someone for something, what do you say/how do you ask? (wait for responses) Yes, you need to say please and the person s name. Who can politely ask Rainbow Fish (teacher holds large Rainbow Fish) for a scale?" Encourage child who comes up to ask "Rainbow Fish, may I please have one of your scales?" After the student receives a scale to put on his/her fish, prompt to say "thank you". That student gets to be "Rainbow Fish" and calls another student to come up and ask for a scale. (20 min.)

Resources: Rainbow Fish by Marcus Pfister; large "Rainbow Fish" colored on heavy tag board with foil "scales" taped on; one copy of little blue fish for each student

Evaluation: Students will give themselves a rating of 3, 2, or 1 (class rating system) on the quality of their work.
3 - best effort 2 - average effort 1 - little/no effort (not completed)
Teacher will evaluate based on ability to use "please" and "thank you" and same system. (5 min.)

Summary: Question and Answer (10 min.) What are the two magic words when you ask for something? ...Please and Thank you. How do you feel when some one uses the magic words? How do you feel when they don't use them? Are you going to remember to use them all the time?

Laurie Meyer

Lesson #1

Protective Factor: Promotes close bonds. Encourages supportive relationships with many caring others.

Unit: IALAC - Positive self-esteem Gr. 1

Lesson Topic: Community Circle

Objectives: To build inclusion and community.
To teach social skills.
To build self-esteem and respect for diversity.

Introduction: (30 min.) This is the introductory lesson to community circle and the unit on self-esteem. Read the book, Swimmy by Lio Lionni to the class. After story is read, explain what community circle is all about. Explain that everyone is a red fish and that we will all be working together and solve problems together.

The class will have a puppet that will help facilitate learning the agreements. Okay boys and girls, this is our friend, Cleo. Cleo is going to help us during community circle. Whoever has Cleo gets to talk. If you don't have Cleo and want to speak, you need to raise your hand. Introduce agreements:

1) Attentive Listening: Everyone needs to pay attention and listen to the person who is speaking.
2) Appreciation/ No put-downs: Treating each other kindly and stating appreciations for contributions, etc. Avoid negative remarks and/or put-downs, hurtful gestures and behaviors.
3) Right to Pass: Having the right to choose how you participate in group activities. Participation leads to enhanced learning.
4) Mutual Respect: Recognizing the value and uniqueness of each person. Resolving conflicts and offering feedback.

Introduce question of the day," How would you feel if you were Swimmy? Why? Go around the community circle, and each child will share his/her feelings about the story

Method: Inclusion; Discovery; Individual / Group activity

Learning Activity: (20 min.) Within community circle, teacher will explain the lesson to the students. They are going to construct a class version of Swimmy. Using pre-made fish, have each student color 10 fish red and cut-out. Once everyone is finished, in group circle, students will take turns gluing a fish onto the enlarged fish and continue until the whole thing is complete.

Resources: Swimmy, by Lio Lionni
Tribes TLC Resource book

Evaluation: Completed Swimmy mural. Teacher will make assessments based on cohesiveness of group and verbalization between students.

Summary: (10 min.) Discussion
How did you feel about sharing with the community today?
What's one new thing you learned in the community?
How well did the community listen when you shared?

Lesson #2

Protective Factor: Expresses positive expectations

Unit: IALAC - I Am Loveable And Capable: Positive self-esteem Gr. 1

Lesson Topic: Warm Fuzzies

Objectives: To build tribe inclusion.
To understand the importance of kindness to others.

Introduction: (20 min.) This is the first lesson in this unit on self esteem. Tell the students a story about warm fuzzies and cold pricklies. Provide examples of warm fuzzies and cold pricklies first. Then tell the story. [One morning, Jenny woke up feeling very grumpy. I don't know why she was grumpy. Maybe she didn't get enough sleep, maybe she went to bed hungry, maybe she got in a fight with her brother the night before. Whatever the reason, she was GRUMPY! After Jenny got herself ready to go to school, she was heading downstairs to yell at her mom, and her sister, and her brother, and her dad. (Cold prickly) Just then, she thought, 'If I go and yell at my mom, then she'll have a bad day and yell at my dad, and my sister and my brother. Then my dad will be stressed and go to work and yell at his employees, and my sister will get mad and yell at her friends and'. . .Jenny stopped a moment. Then she remembered what the teacher had talked about the day before in school. IALAC. I Am Loveable And Capable. Loveable meaning that people like your family love you and you love them, and capable meaning that you can do things. Jenny headed back upstairs and cut out a heart out of pink construction paper and wrote the letters IALAC (teacher draws a heart, cuts it out and writes IALAC in the middle) She decided that for each thing good that happens to her, she would draw a small flower to remind her of each positive thing. She went back downstairs and saw that her mom had made her pancakes for breakfast. Jenny was happy because her mom made her breakfast that she made a small flower on her heart (Teacher makes the flower on the heart.) Then when Jenny got to school, her friends asked her if she wanted to play with them. She felt loveable and capable, so she drew another flower. (Teacher makes another flower.) Jenny then shared her cookies with a friend and was able to tie her shoelaces. She drew two more flowers. (Teacher does the same.) Teacher then asks the class to share ideas with her about how they show they are loveable and capable. As students give ideas, the teacher draws flowers on the heart. At the end of the day, Jenny's heart was filled with so many flowers, it showed her that she was both loveable and capable in many ways. She went home and shared the heart with her family. So, the next time you feel bad, or grumpy, make yourself an IALAC tag and remember that you are both loveable and capable.]

Method: Discovery; Supervised Individual Activity
Learning

Activity: (20 min.) Give the students a piece of colored construction paper. Have them draw a heart and cut it out. Then, have them write the word IALAC in the middle of the heart and pin it on them or they can leave it on their desk. Have them draw a symbol on their heart each time something positive happened to them. On another sheet of paper provided, students will draw a picture of how they give a warm fuzzy to another person. Once they are done, they will write a sentence.

Resources: Tribes TLC resource book
Counselor self-esteem program

Evaluation: (15 min.) Within the community circle, students will share their pictures and read their sentence aloud. The pages will then be turned into a class book. Also, at the end of the day, the children will share their hearts with the class and share their feelings and /or experiences throughout the day.

Summary: (10 min.) Discussion of the story. What is a cold prickly? How do we give people cold prickly's? What is a warm fuzzy? How do we give people warm fuzzies?

Lesson #3

Protective Factor: Feelings of self-worth and competence.

Unit: IALAC - Self-esteem Gr. 1

Lesson Topic: Mirror, mirror

Objectives: To build self-esteem.
To promote inclusion.
To encourage positive statements towards one another.

Introduction: (20 min.) Read story, I Like Me, by Nancy Carlson. Discuss why the pig liked herself, and list them down on chart paper. Ask the students to think of something they like about themselves. Teacher will model. "I like my long hair because I can put it into a ponytail or put clips in it." "I like myself because I can read long books and not get bored." "I think I'm great because I can run fast." Within the community circle, children will share what they like about themselves. The second time around, classmates will share why they like that person. This will help to build unity and positive self-esteem.

Method: Discovery; Inclusion; Supervised Individual Activity

Learning Activity: (30 min.) Students will each be given a mirror. Teacher will model lesson first. Remind students about the agreements. Boys and Girls, Mrs. Meyer is going to give each person a mirror. I want you to look at yourselves while I play background music. I want you to think of something that you like about the way you look. Look at the beautiful color eyes you have, or how pretty you smile, or how you like the way your hair looks, etc. At the end of the song, you are going to try and draw your self in the mirror on the paper. Once you have finished drawing yourself, I want you to write a sentence telling what you like about yourself. Sample statements include:
*I like the way . . .
*I like my (body part) because . . .
*I am great at . . .
Teacher will place self-portraits around the room. Teacher can also place envelopes below the pictures and classmates may write appreciation statements to each other about why they like that persons looks, things they do, or what they're great at, etc.

Resources: I Like Me book by Nancy Carlson.; Tribes TLC resource book

Evaluation: (Time is varied) Evaluation will be on-going. Teacher will give students 10 min. at the end of each day to write appreciation statements to each other. Students will learn to look at people and appreciate them in different ways. Students will be able to verbalize (written or orally) why they like each other. Envelopes will be full of appreciation statements and students will take them home after 1 month.

Summary: (20 min. at the end of 1 month period) Discussion.
How does this activity help you get to know other students?
How did you feel when you finished your self portrait?
What do mirrors show us? Do they tell us everything about a person?

Lesson #4

Protective Factor: Expresses positive expectations

Unit: LALAC: Positive self-esteem Gr. 1

Lesson Topic: Me Book

Objectives: To build inclusion.
To build self-esteem and self-awareness.
To reinforce the relationship between oral and written language.

To experience working on a long-range project.

Introduction: (20 min.) During the community circle, explain to the students that they will each be making a "Me book" during the next 2 weeks. They will be working on 1 page each day and reflect on several questions. The following are examples:

- I feel great when . . .
- I feel angry when . . .
- I feel sleepy when . . .
- My mom thinks I'm . . .
- My dad thinks I'm . . .
- My favorite toy is . . .
- My favorite food is . . .
- The place I like best to be is . . .
- My favorite time of day is . .
- My favorite book is . . .

Read the story, Feelings, by Aliki; or All About You, by Catherine and Laurence Anholt During community circle, pose this statement to the class, "When did you feel that you did something great? (Teacher will provide an example for the students.) When I was small, I always wanted to be like my older sister. She was so cool because she could ride her rollerskates without having to hold on to the fence and she never fell down. Well, I kept practicing and practicing everyday after school, but when our fence ended and I had nothing to hold on to, I always fell and got bruises on my knees. One day, I told myself I could do it and I had to balance really good, and I did it! I was able to skate and I didn't fall down. I felt so great about myself and I told my mom and my sister and they were happy for me too." The teacher needs to provide a different example for each day that matches the statement.

Method: Discovery; Supervised Individual Activity

Learning Activity: (20 min.) The students will draw a picture that illustrates each statement and then write a descriptive sentence of his/her drawing. Tell the students that they can draw an experience that already happened, or something that they enjoy doing that makes them feel great. The completed pages will be turned into books.

Resources: Tribes TLC book; Feelings, by Aliki; All About You, by Catherine and Laurence Anholt

Evaluation: (10 - 20 min., depending on students) The students will form tribes, then share their books with each other. On the last page of each book, provide a blank page which the students can write appreciation statements to each other.

"What I like about your Me Book is . . ."

"I like it when . . ."

Summary: Reflection questions/ discussion. What did you discover new about yourself? Who learned more about their classmates? What kinds of feelings do we have?

Lesson #5

Protective Factor: Gives of self in service to others

Unit: IALAC: Positive self-esteem Gr. 1

Lesson Topic: Sharing- Rainbow Fish

Objectives: To introduce individuals to a community.
To build community inclusion.
To build self-esteem and appreciation for uniqueness or differences.
To facilitate sharing feelings.

Introduction: (20 min.) Read the Rainbow Fish by Marcus Pfister. Meet in community circle and discuss how we share with each other, or help each other. Provide examples, "I like it when James shared his snack with me." "I like it when Shelbie helped me carry my lunch bag to lunch." "I like it when Logan let me borrow his pencil." Ask students how they share or help each other.

Method: Inclusion; Supervised Individual Activity

Learning Activity: (30-40 min. May be broken up between periods) Now, we're going to make our own rainbow fish and create our own community of students who can share. After introduction is done, teacher will model how to make the rainbow fish. Several stencils will be made available, but colors, sizes of scales, etc. are left up to the students. Once finished, the students will glue their fish on the mural. Then, the teacher will have pre-made fish bubbles. The students will write how they share with or help someone and how other people share with or help them. They will glue the bubbles around the mural. Remember our discussion about how people share with us? On these bubbles, we are going to write appreciation statements about how we share with each other and think of ways other people share with us.

Resources: Sample of rainbow fish made my the teacher; Copy of Rainbow Fish book by Marcus Pfister.; Sample bubble with appreciation statement.

Evaluation: (10 min.) During community circle, students will share their rainbow fish with each other and share experiences of sharing or helping. Teacher will help monitor to make sure everyone has a bubble written

about them by a friend. Completed mural by class.

Summary: (10 min.) Discussion
What did you learn about yourself that surprised you? How did you feel about sharing something about yourself? Did you have enough time to share? How did you feel after hearing what your friends thought about you?

Ann Munemitsu

Lesson #1

Protective Factor: A safe environment and positive expectations

Unit: Friends

Lesson Topic: Creating classroom agreements

Objectives: Students will illustrate or list the agreements needed for them to get along and learn in the classroom

Introduction: Today is the first day of another school year. Who wants to have fun, be safe and learn? Can it happen by itself, just by us saying we want to have a good school year? How can we make sure we have a good school year? What do we need so everyone has the same understanding?
I would like you all to close your eyes and pretend you're coming with me to visit two different classrooms. Our visit to these two classrooms will help us understand how important it is to be able to get along with each other while we're in class. With your eyes closed, imagine a classroom where you don't feel safe and secure.

- It's noisy in the room.
- People are running around doing and saying anything they want to.
- Think about what the people are saying to each other.
- Imagine how the other students in that room are feeling.
- Now open your eyes and let's talk about what you saw in your minds. Responses may be or may need prompting: People are yelling, hitting, getting hurt, angry, not paying attention to the teacher.

Now close your eyes again and imagine a classroom in which everybody does feel safe and secure.

- People keep their hands to themselves, don't yell or run or bump into anybody, don't make fun of anybody, pay attention.

Open your eyes and let's compare and compare the unsafe and safe classrooms. Ask students how the safe classrooms helps us in school and what kind of classroom they would like. Let's talk about what we can do to make sure we have this kind of classroom and how we will expect each of us to act towards one another. (15 min.)

Method: Class discussion; Supervised individual activity; Whole class participation

Learning Activity: Students will develop class agreements that say how we expect everyone in the classroom to behave so that we can get along better with each other and have fun, and safe school year. Students will write their ideas on post-it paper. One idea on each post-it paper. Encourage each student to write at least five ideas. (15 min.) When all the students are finished, group all the same ideas together and categorize as a class. Ask students to prioritize the agreements and choose the five most important/necessary agreements. Paraphrase any agreements so it is written in a positive way. Write all the agreements down on chart paper. (15 min.) As a table, the students will choose one agreement and they will all cooperate to illustrate that particular agreement on poster board. Display all the posters and the chart paper around the room. (15 min.)

Resources/ Materials: chart paper; post-it papers

Evaluation: Teacher will observe all students throughout this activity. Teacher will evaluate the students based participation in discussions, ideas on post-it paper, and participation in group activity and make anecdotal notes as necessary. This process will be on-going throughout this lesson.

Summary: Recite, Question and Answer (15 min.)
Point #1: The objective of this lesson was to develop class agreements that we will all abide by.
Without looking at the chart or posters.
Point #2: What is our first agreement?
Point #3: What is our second agreement?
Point #4: What is our third agreement?
Point #5: What is our fourth agreement?
Point #6: What is our fifth agreement?

Lesson #2

Protective Factor: Relationships - Sociability/ability to form positive relationships

Unit: Friends

Lesson Topic: Circles of Friendship

Objectives: Given several verbal examples, the students will decide whether the action was friendly or unfriendly. The students will also be able to develop additional friendly and unfriendly action cards in groups of three or four.

Introduction: Yesterday we talked about "What is a friend?" and "How you can be a good friend." Let's look at the chart and review all the things we came up with. Today, we are going to participate in an activity that reinforces what we've been studying. (5 min.)

Method: group - cooperative learning; discussion; whole class participation

Learning Activity: Place a hula hoop or circle made of yarn on the floor. In the middle of the circle, place a tagboard strip that says "Friendly Action." Scatter the situation statements around the outside of the Circle of Friendship hoop. Students will form a large circle around the action cards.
Ask for a volunteer to choose one statement and decide whether it belongs inside the friendship circle. If the action is friendly they shake hands with a neighbor; if it is unfriendly, they turn their backs to the group. If it is an unfriendly action, discuss what could be done to make it positive. (15 min.) In groups of three or four, each group will write at least two different friendly and two different unfriendly action cards. More cards may be written if time permits. (15 min.) When all the groups are done, form the Circle of Friendship hoop again and scatter the new action cards. Start the activity over again. (10 min.)

Resources:
- Hula hoop or yarn
- "Friendly Action" written as a colorful sign
- tagboard strips with situation statements. Some examples:
  - Someone shares his or her snack with you at lunch time.
  - A classmate tells you that you look nice.
  - A person makes fun of you during P.E. class.
  - A classmate won't let you play a game of kickball.
  - Someone tells you what a good job you've done on your art project.
  - Someone in your class tells everyone else a lie about you.

Evaluation: Teacher will observe if the right action was placed inside the circle. Teacher will evaluate if the children understand a friendly action versus an unfriendly action by checking the cards the groups made. This process will be on-going throughout this lesson.

Summary: Discussion, Question and Answer (15 min.)
Point #1: The objective of this lesson was to practice and generate ideas on how you can be a good friend.
Point #2: We came up with a lot of ideas. Let's post the action cards on a chart paper divided in half. The left side will be for all the friendly actions and the right side will be for all the unfriendly actions. Let's read all the actions.
Point #3: What did you learn from this activity?

Lesson #3

Protective Factor: Promotes team building

Unit: Friends

Lesson Topic: Give Your Table a Name

Objectives: Students will cooperatively discover similarities and differences between each member of the table. Students will also collaboratively come up with a name for their table and a poster to hang on their table.

Introduction: This past week we have been talking about ways to be a good friend and things we can do to get along with each other. We will practice these skills. You will be placed into groups of four or five and that will be the people on your table. (5 min.)

Method: Group participation; Discovery

Learning Activity: Students will have 15 minutes to complete this task. The task is to question each other until they have found several things that all members of the group have in common.
Example: All members favorite subject in school is math. (15 min.) Using the information they discovered, create a name for themselves (their table) and make a poster that illustrates at least one or some of the similarities. (15 min.) When all tables are finished, all groups will give a short presentation

and share their similarities, table name and their poster. (15 min.)

Resources: poster boards

Evaluation: Teacher observation of how the students collaborated. Teacher will evaluate students on whether their poster included a name, at least one similarity illustrated in their picture. The teacher will be evaluating the students during the entire lesson.

Summary: Question and Answer (15 min.)
Point #1: The objective of this lesson was to develop your team building skills and to discover friends who share the same likes and dislikes as you.
Point #2: Who was listening carefully while all the tables made their presentations? Can someone share something you discovered that you have in common with someone from another tables
Point #3: Let all students who volunteer, share.

Lesson #4

Protective Factor: Encourages goal setting and mastery

Unit: Self- Esteem

Lesson Topic: "I like to be little" and "When I get older"

Objectives: The students will develop his/her own reasons why they like being little and what they will be able to do when they get older.

Introduction: As part of the unit of study, we have been studying ourselves and our classmates. Today, you will be hearing a story called "I Like to Be Little" by Charlotte Zolotow. It is about a girl who tells her mother she likes being little and enjoys doing things adults cannot do. Although she knows some day she will be a grown-up. As I read this story listen to her reasons for enjoying being little. (5 min.)

Method: Discovery; Listening; Supervised individual activity; Class discussion

Learning Activity: Read story aloud to students. Share and discuss as a class, the reasons that the little girl stated. Brainstorm some other ideas and write on the chalkboard. (10 min.)
Show students how to make a flip-flap book:

- Fold a 8 ½" x 11" paper in half lengthwise, then fold into eighths.
- Open and cut it to the center fold. (10 min.)

- Students write two sentence beginnings on two of the top flaps as "I like to be little because I can..." and on the other two flaps write the sentence beginnings "When I get older I will be able to..."
- Beneath each flap they will draw their own illustration to correspond to and finish the sentence from the top flap. (15 min.)

Resources: 8 ½ x 11" paper; book: "I Like to Be Little" by Charlotte Zolotow.

Evaluation: The teacher will evaluate students based on the class discussion, and the completion of their individual books - were their ideas original?

Summary: Sharing, Question and Answer
Point #1: The objective of this lesson was to show you how great it is to be your age and at the same time strive to do something when you get older.
Point #2: Find someone to pair off with and share your book with that person. (10 min.)

Lesson #5

Protective Factor: Feelings of self-worth and self-confidence

Unit: Self- Esteem

Lesson Topic: Student of the Week

Objectives: Students will get to know each other. Students will feel special when they are the one focused on. Students will have a sense of belonging. Students will practice finding positive things/giving compliments to someone.

Introduction: Everyone is special and has special things about him/herself. We have been studying a lot about ourselves and others these past weeks. We will be doing a final lesson that focuses on one student a week. Each of you will have a turn. (2 min.)

Method: Class activity - teacher directed

Learning

Activity: Place the names of all your students in a box. Each week, in front of the class, draw one of the names from the box. The student whose name is drawn becomes the student of the week.
Have the student of the week bring in a picture of her/himself, or take one of him/her with a Polaroid camera. Paste his/her picture in the middle of a chart paper. Write his/her name under the picture. Web things about him/her that make him/her special. For example: birthday, draw and write the name of a pet, favorite food, draw and write the names of the people in her family, things she likes to do, and write the compliments about her from her classmates. (Ask the class to say something they like about that student.) Try to get two or three statements to list. Post/Hang the chart around the classroom. (30 min./wk.)

Resources: picture of students; chart paper

Evaluation: Teacher observation of student participation.

Summary: Question and Answer (10 min.)
Point #1: The objective of this lesson was to foster your feeling good about yourself.
Point #2: How did it feel to be focused on? to not be focused on? to receive compliments? to give compliments?

Lesson #1

Protective Factor: Ability to form positive relationships, adjust to change, positively cope with situations

Unit: Health/Guidance -- Feelings

Lesson Topic: Positively expressing feelings of anger

Objective: After some discussion, the student will be able to share two ways in which he/she will feelings of anger positively.

Introduction: Previously, we have discussed the various kinds of feelings we all have experienced and the situations in which they occur. Today, I want us to focus on those times you were very angry or upset.
I am going to use this balloon as an example of someone experiencing a bad day. (Balloon has a face drawn on.) Let's say that I got mad at a classmate for calling me stupid. (Blow up the balloon a little. Continue this, asking the class to contribute situations which may cause the balloon to expand. Keep going until the balloon finally pops. Compare this to how we feel when we keep things pent inside and then just "burst" or "snap". Discuss ways in which we may lash out -- e.g., yelling, punching, swearing, throwing tantrums. Instead of acting out like this, let's see if we can think of some ways that we can resolve conflicts or relieve our anger in more productive and healthy ways. I would like each group to think of five different ways in which you can "pop a problem before you burst." Demonstrate with tack.) Write each idea on a separate thumbtack shape. You may brainstorm together, but each person in your group is responsible for writing one. (10 minutes)

Method: Supervised individual/group activity

Learning Activity: Students will brainstorm a list within their groups and arrive at an agreement on their five tacks. Their list may have more than five, but they are to choose only five to share. (10 minutes)
Students will work on their designated thumbtack and be ready to post/share. (10 minutes)

Resources: Balloon, thumbtack worksheet shapes or stencils, pens, paper.

Evaluation: Students will gather back into a large group, and post their tacks around a central balloon (with angry face). When one person goes up, anyone else with the same or similar idea will post their tack in the same area, so we can also see what the more common ideas are. After all tacks are posted, students will discuss, evaluate if idea is positive, give examples, model, practice, ask any further questions, explain "unique" ways, justify choices, think of choices most appropriate to various situations, etc. Display will remain up to remind students of ways in which we all can manage anger more effectively. Teacher will take note of students participation and understanding through written group list, tack, interactions, and discussion. (15 minutes)

Summary: Is it normal to get angry/upset/frustrated? What were some of the situations that make us feel this way? How do we sometimes express our anger negatively? What happens when we act this way, don't express our feelings, or refuse to solve conflicts? What are some ways that you will try to cope with anger positively/ What are some "balloon busters"? What kind of difference might these actions make? (10 min.)

Lesson #2

Protective Factor: Ability to be a friend

Unit: Health/Guidance -- Feelings/Relationships

Lesson Topic: Friendship

Objective: Students will reflect on who their friends are; what it means to be a friend. They will construct a Friend

Ship which symbolizes their feelings.

Introduction: Discuss with students how much of their time is spent with friends. Chart out the various things they do with friends. Discuss why it is helpful/nice/important to have friends and have them think of descriptive words for their good friends. (15 minutes)

Method: Supervised individual activity

Learning Activity: Students win reflect on their friendships and what it means to be a good friend. They may brainstorm through webbing, lists, charts, pictures, etc. in their journals. They may write actual names if they wish, but they should mainly focus on characteristics, activities they enjoy together, conversations shared, special attributes, events/objects/thoughts/words that symbolize their friend.
Teacher circulates and conferences with each student before actual construction begins. (20 minutes)
Students start to build a ship/boat which symbolizes their various friendships. They may bring things in from home such as letters, little gifts, photos, and drawings of/from their friends to include in/on their ship. The descriptions of what friendship means to them should also be displayed on their ship somehow. The ship may be any type and size as long as it symbolizes their friendships with others. (2 periods totaling 120 minutes)

Resources: Recyclables such as plastic containers, paper towel rolls, boxes; construction paper, markers, crayons, string, tape, glue, glue gun, personal artifacts, journals.

Evaluation: Students will share their boats within their groups. Students will place in display area. Teacher will evaluate ships on their appearance, time spent, connection to topic of friendship. (15 minutes)

Summary: What are some common qualities we look for in/appreciate about our friends? Would you rather have a lot of "acquaintance" friends or a few close friends? Why? What are some favorite activities that you do with friends? Are some family members like friends? How can you be a better friend? How can you show your friends you appreciate them? (15 minutes)

Lesson #3

Protective Factor: Service to others; decision making; sets boundaries

Unit: Safety

Lesson Topic: School Safety/Hazards

Objective: Students will learn about hazards and begin thinking of ways to take action concerning hazards in the school area.

Introduction: Explain/discuss what a hazard is. Why are hazards something that we need to think about? Give examples of hazards we've seen, hazardous situations parents warn about, accidents experienced. Now that we have a better idea about hazards, let's focus on hazards in our school. (5 minutes)

Method: Discovery; Partner work

Learning Activity: Students partner up and share a clipboard. The teacher will take them around the school on a "Hazard Tour." They will check bathrooms, hallways, other classrooms, the cafeteria, library, playground, etc. for hazards. The last stop will be their own classroom. Each pair is to have at least 5 different types of hazards listed EXAMPLE: 1) D building boy's bathroom-- faucet leaking on floor
Why a hazard? Someone may slip and fall (20 minutes)

Resources: Clipboard, pencil, folder paper (or ready-made worksheet)

Evaluation: After checking the classroom, the class orally shares some hazards. Teacher/class evaluate whether it is a hazard or not and why it is a hazard. Class then makes a general chart of suggestions on ways to take action (e.g., write a letter to someone, fix it, make a sign, create a rule/consequence, petition, speech, newsletter submittal, etc.) Students look over their list and pick three hazards to take effective action on. Next to these choices, they write what they plan on doing to make the hazardous area/situation safer. They should pick the hazards that are most pressing, and if possible, choose different ways to deal with each hazard. Teacher checks that a variety of hazards are attended to, and reviews individual action plans in terms of practicality, importance, challenge, effectiveness, and creativity. (20 minutes)

Summary: What are hazards? Why are hazards such a concern to us? Where in school did you see the most hazards? Why do you think this is? How safe do you feel our school is? Why? Who are some people that can make a difference in preventing or getting rid of hazardous situations? What kinds of plans will you be working on ? Do you feel confident that you can make a change? Does anyone have a hazard they feel needs to be dealt with immediately? (10 minutes)

Lesson #4

Protective Factor: Feelings of self-worth/competence

Unit: Literature Extension -- Charlotte's Web by E.B. White

Lesson Topic: Sharing special traits

Objective: The student will reflect on the story and decide on a word/phrase that describes a special characteristic about themselves. They will create a web with this trait "spun by Charlotte."

Introduction: In this story, we discussed that Charlotte spun several webs for Wilbur that made everyone take notice of him. She spun webs that contained a positive word/group of words that described how special he was and how he was "Some Pig", not an ordinary pig to be killed for food. I want us to think of one word or phrase that would best describe how special you are. Imagine if Charlotte were spinning a web for you...what would it say? (10 minutes)

Method: Supervised individual activity, group interaction

Learning Activity: Have students create a list in their journal. Encourage them to think of a specific word/phrase that really describes their uniqueness, what they're good at, what others compliment them on, what they are proud of, personal resiliency builders, their personality. Remind them to think of traits and talents that are within themselves, not outward or materialistic descriptions such as rich, pretty, etc. Have thesauruses available for them to find similar words for generic descriptions like excellent, good, the best, etc. Allow them to talk it over with people in their group if needed. Teacher circulates and conferences with each student. (20 minutes) Students draw their webs and word(s) with pencil on black paper. After their sketch is done, have them go over it with glue. When the glue is dry, they can color the background using colored chalk, in any pattern they wish. The web should stand out in contrast. They may cut around their web if they wish. (120 minutes total)

Resources: Charlotte's Web (for picture references), journals, thesauruses, black construction paper, pencil, glue, colored chalk.

Evaluation: Students will hang their completed web from the clothesline above their desk. In their journal, students will self-evaluate their choice of word (appropriate, unique, positive, specific) after looking at other webs. They should also include one trait of someone else's they admire or would like to set as a goal. Final evaluation will be made by the teacher, based on brainstorming process, thought, and effort towards final product. (15 minutes)

Summary: What are some traits that are similar? different? Discuss reasons it is important to focus on the positive traits and abilities we possess. Discuss factors that contributed to these traits (e.g., family, school, practice, attitude) and actions that exemplify these traits. (10 minutes)

Lesson #5

Protective Factor: Appreciates the unique talents of each individual; self-worth

Unit: Literature Extension -- Charlotte's Web by E.B. White

Lesson Topic: Charlotte's point of view

Objective: From Charlotte's point of view, the student will write a detailed narrative stating why Charlotte spun their particular web.

Introduction: Now that we all have our webs up, take a good look at your web, and think really hard about what your web stands for. Think back to our discussion on how different experiences may have contributed to this trait, and how specific actions that we do can also describe these traits. If we were to ask Charlotte to tell us why she wrote that word/phrase, what would she tell us? What kind of details could she give that would actually convince us to believe in her opinion? (As an example, may also do a webbing activity -- goes with the theme -- with the trait in the center). (15 minutes)

Method: Supervised individual activity; Writing workshop

Learning Activity: Students write a draft explaining Charlotte's reasons for spinning their web. If wanted, they may do a web to brainstorm. They trade their drafts with a partner, who circles one great thing they liked about Charlotte's narrative, and put a check next to one thing they had a question or suggestion about. Students revise and continue the writing process (proofread, confer with teacher, edit, publish.) (approx. 2 hrs total)

Resources: Writing folder, paper, pencil

Evaluation: Students self-evaluate their work throughout the writing process. They orally share their narrative with their group (and class) and attach it to their hanging web. Teacher evaluates final writing based on student's progress, personal reflection, details/explanations given for their chosen word, and organization. (15 minutes)

Summary: What kinds of thoughtful reasons did Charlotte give in her descriptions? How does this make you value your self? What are some strategies used to portray that this was from Charlotte's point of view? (10 minutes)

Lisa Kreitzer

Lesson #1

Time: 65 minutes

Protective factor: Life Skills/ Pro-social Behavior

Unit: Conflict Management

Lesson Topic: Nonviolent options

Objectives: Given a conflict scenario, students will be able to identify the difference between violent and nonviolent responses. Students will also identify potential outcomes of violence.

Introduction: (5 min.) As you know, we are starting a Peer Mediation program here at Leihoku Elementary. The peer mediators are out on the playground to help other students solve their problems in a nonviolent way. The Peer mediators are trained to help other students solve conflicts by talking out their differences and brainstorming possible solutions. In order for Peer mediation to really work at Leihoku everybody needs to understand the difference between handling a problem in a violent or non-violent way. For the next hour we will be talking about different examples of both violent and non-violent solutions to problems and the outcomes of both. In small groups we will be discussing examples of violence in our daily lives as well as what effects this type of behavior can have on those participating. After our work in small groups we will be watching a video about Dr. Martin Luther King that discusses his non-violent approach to conflict.

Method: Small group discussions/team work; Video/discussion

Learning Activity: (10 min.) In small groups, students will identify examples of violence in our society (i.e.: television shows, movies, etc.). Each group will report to class as a whole after discussion time. (5 min.) In small groups, students will discuss their own personal style of handling conflicts. How do they normally respond when they get angry or frustrated or don't get their way? (10 min.) In small groups, discuss the outcomes of violence. Is it a successful way to handle a problem. What are some of the outcomes (i.e.: suspension, injury, jail). (15 min.) Fair Fighting Video: covers non-violent options to conflict and teaches the kids how to handle a problem so that negative feelings and actions do not escalate.

Resources: Video: "Fair Fighting- Dr. Martin Luther King for Kids"

Evaluation: (10 min.) Discussion about video: What was the most powerful part of the video for you? What did you learn from this video? Did the video make you think about how you currently handle conflict? Are there any questions about the video?

Summary: (10 min.) Questions for entire class:

1. Identify three examples of violence in our society.
2. What is your personal style of handling conflict?
3. Is violence an effective method for handling problems?
4. What stood out the most for you in the video?

Lesson #2

Time: 85 minutes

Protective factor: Life Skills/ Pro-social Behavior

Unit: Conflict/Anger Management

Lesson Topic: Controlling Anger: Identifying Body Signals and Triggers.

Objectives: Teach students their individual body responses that signal anger. Teach students what particular situations trigger the anger emotion for them. Introduce the "Hassle Log" as homework for the week.

Introduction: (5 min.) Today we will continue our conflict management unit by talking about Anger. Anger is a natural emotion. Everybody feels frustrated or upset sometime. It is important to be able to identify anger in yourself and to feel like you have choices for how you will handle this emotion. We will start today by watching a video titled "When Anger Turns to Rage" (Sunshine Video Productions). This video shows three different examples of how students choose to handle conflict situations. We will be stopping during the video to discuss the choices being made by the characters. After the video we will be talking about individual body signals and anger triggers in small groups. We will wrap up today with a homework assignment called a "Hassle Log".

Method: Video; Small group discussion; Self-monitoring/Self-evaluation

Learning Activity: (40 min.) Video: "When Anger Turns to Rage", with discussion sections (on screen as part of video). (10 min.) Body signals: record answer and report to small group. What happens to your body when you start to feel angry? (i.e.: face turns red, heart speeds up). (10 min.) Triggers: record answer and report to small group. What are some situations that tend to make you angry? Think of two examples from school and two from home.

Resources: Video: "When Anger Turns to Rage"; Hassle log forms

Evaluation: (5 min.) Hassle Logs: pass out form with the following questions- Include the following information about

	the situation that angered you: date, time, location, individuals involved, trigger, outcome, did you feel you handled it well, what would you do differently next time.
Summary:	(15 min.) What was the main point of the video? Did you discover anything about how you handle your anger? What is a trigger and what are some examples for you?

Lesson #3

Time:	85 minutes
Protective Factor:	Life Skills
Unit:	Conflict/Anger Management
Lesson Topic:	Anger Reducers
Objectives:	Teach students a variety of relaxation options they can use to reduce angry feelings.
Introduction:	(5 min.) Today we are going to continue our discussion about anger. Last time we talked about body signals and triggers for anger. Now we are going to focus on what we can do to release some of the anger in a non-violent way. We will be sharing from our "Hassle Logs" to start the lesson. Then we will read a book by Catherine O'Neill titled Relax. Finally, you will be creating a personal plan of action. Each of you will decide on a "reducer" that you will try at school and at home.
Method:	Bibliotherapy; Small group discussion; Self-monitoring/ Self-evaluation
Learning Activities:	(15 min.) Sharing of "Hassle Logs" from previous week. (20 min.) Read aloud book: Relax by Catherine O'Neill. (15 min.) Small group discussion: Which reducers from the book would work for you at school and at home?
Resources:	Book: Relax by Catherine O'Neill
Evaluation:	(15 min.) Share individual reducer plans in large group. Teacher to give feedback/ question practicality of plan. Announce: continue "Hassle Log" for one more week and incorporate use of chosen reducers.
Summary:	(15 min.) Summarize what we have discussed today. Why have we spent time discussing violence and anger management? Are the reducers practical? Do you think you can really use them effectively?

Lesson #4

Time:	75 minutes
Protective Factor:	Life Skills/ Coping Skills
Unit:	Conflict Management
Lesson Topic:	Coping with Violence at Home
Objectives:	Provide an open forum for students to discuss violence they or their friends may experience outside of school. Teach some strategies for dealing with such a stress in a healthy way.
Introduction:	(10 min.) For the last few weeks we have been discussing ways to identify and control our own anger. Today we are going to talk about what it is like to be around another person that is angry or violent a lot of the time. It is important to realize that while we have many choices for how we behave, we do not have any control over anyone else's actions. If you live with or are around a violent or abusive person you can decide how you will deal with it. So, today we are going to discuss ways to help yourself cope if you are living with violence. We will begin by reading a book titled The Words Hurt by Chris Loftis. We will follow this with small group discussions and reporting. Before we start the lesson we need to define the terms "verbal abuse' and "physical abuse". Who can explain what these terms mean? (Once you have a working definition on the board go ahead with the lesson).
Method:	Bibliotherapy; Small group discussion
Learning Activity:	(20 min.) Read book aloud: The Words Hurt by Chris Loftis (20 min.) Small group discussions: What do you think about how Greg's dad acted? Have you ever known anyone that treated other people this way? Is it true that words can sometimes hurt as much as being hit? What do you think of how Greg expressed his feelings to his dad? If you were in Greg's situation, what could you do to cope (living with someone that was verbally abusive)?
Resources:	Book: The Words Hurt by Chris Loftis
Evaluation:	(15 min.) Groups report highlights of discussions to big group.
Summary:	(10 min.) What is verbal abuse? What is physical abuse? What is an example of a coping strategy? Who can you talk to if you or a friend are dealing with a problem like the one in the story? Remember that you are in control of your own actions, but you cannot control what anyone else does, or how they treat you.

Lesson #5

Time:	75 minutes
Protective	

Factor: Creating Positive Social Bonds
Unit: Social Skills (kindness)
Lesson Topic: "Random Acts of Kindness"
Objectives: Help students realize how powerful words can be.
To demonstrate how a simple kind gesture can have a big impact on someone.
Introduction: (5 min.) We have discussed how the words we choose to say can have a big effect on other people. Do you remember the book The Words Hurt? That was an example of how harmful a father's words were to his son. Today we are going to switch gears and talk about the positive effect we can all have on other people by acting in a kind way and saying nice words. First we will be reading the book Kids' Random Acts of Kindness (Conari Press, Berkeley, CA). After we discuss reactions to the book in our small groups, we will begin composing our own classroom version of "Random Acts of Kindness".
Methods: Bibliotherapy; Small group discussion; Journal writing
Learning Activities: (25 min.) Read book aloud- kids may take turns reading. (15 min.) Small group discussion: What was your favorite entry and why? Why is the book call RANDOM acts of kindness? How does it make you feel when you do something nice for someone else? What are some examples of kind things you could do for other people? How do you think they would respond to your kind act? What are some examples of kind things other people have done for you? How did you respond?
Resources: Book: Kids' Random Acts of Kindness.; Individual journals
Evaluation: (10 min.) Small groups report back to whole class on above questions.
(15 min.) Individual journal writing on topic- to begin process of compiling class kindness book.
Summary: (5 min.) We've discussed how powerful both positive and negative words or actions can be. In the next week be aware of how you treat your classmates and families. In your journal keep track of any situations that you might want to include in the class book. Any questions?

Lesson #1

Protective Factor: Developing conflict resolution and decision-making skills in children
Unit: Learning skills necessary for peer mediation training
Lesson Topic: Active Listening (specifically gathering accurate details)
Objectives: Students will be able to accurately answer questions about a situation through role-playing
Students will be able to accurately report details of a situation through role-playing
Introduction: Activity (15 min.)
Read students a story/passages with critical details missing which will lead them to wrong conclusions. What lead you to that conclusion? Could you understand the story or did you need more details? Re-read the story and emphasize importance of getting the complete account from which accurate conclusions can be derived? If I tell/give you this piece of information, does it help you understand the situation better? Why was it necessary to know this?
Method: Teacher/Counselor Role- Play (15 min.) Teacher/Counselor will role-play two situations involving a peer mediator gathering details from hypothetical conflicts between peers. The teacher will be the mediator and two students will role-play the disputants. The first will be a situation that shows a wrong procedure of extracting details leading to an unresolved conflict. The mediator will misinterpret details of a disputant's side which leads to a wrong account. The second role-play will demonstrate the mediator gathering accurate facts without interpretation or judgments.
Learning Activity: Student role-play in groups of four (15 min.) Prepare various scenarios where students can practice being the mediator and disputant. Students are to role-play in front of other mediators their scenario.
Resources: Scenarios/incidents on note cards with specific roles; Report forms to detail what happened in their conflict and data-gathering.
Evaluation: Students receive feedback after role-playing (10 min.)
After students perform their role-play in front of others, feedback is given by the whole group. Reports are checked for accuracy. (15 min.) Observation of mediators during recess
Summary: (15 min.) Discussion of incidents at recess and major points covered in lesson
Point #1: Why is it important to gather all the facts/details?
Point #2: Why is it important to remain unbiased/fair?
Point #3: How can we use this skill outside of school?
Point #4: What occupations would use this skill of active listening/gathering accurate details.

Lesson #2

Protective Factor: Developing conflict resolution and decision-making skills in children

Unit: Learning skills necessary for peer mediation training

Lesson Topic: Conflict Resolution

Objectives: Students will be able to recall/identify the five steps of conflict resolution through discussion.
Students will be able to demonstrate the five steps through role-play

Introduction: Activity (15 min.) Prepare a scenario where students can act out roles in a court of law. The teacher/counselor will be the judge and officiate by listening to both sides and making a ruling. This is a comparison activity that exemplifies conflict resolution in the real world.

Method: Teacher/Counselor Role- Play (15 min.) Teacher/Counselor will role-play two situations involving a peer mediator resolving hypothetical conflicts between peers. The teacher will be the mediator and two students will role-play the disputants. The first can be any situation that shows a wrong procedure of conflict resolution. The mediator can favor one disputant by giving them more time to explain their side, more supportive comments, or arguing only with them. The second role-play will demonstrate the mediator following the correct procedure of:

1. reciting ground rules
2. giving each disputant a chance to tell their account
3. conferring with another mediator
4. discussing alternative solutions with disputants
5. deciding on the best solution with disputants.

Learning Activity: Student role-play in groups of four (15 min.) Prepare various scenarios where students can practice being the mediator and disputant. Students are to role-play in front of other mediators their scenario.

Resources: Scenarios/incidents on note cards with specific roles.
Report forms to detail their conflict and specific steps of conflict resolution

Evaluation: Students receive feedback after role-playing (10 min.) After students perform their role-play in front of others, feedback is given by the whole group. Reports are checked for accuracy. Observation of mediators during recess (15 min.)

Summary: Discussion of incidents at recess and major points covered in lesson (15 min.)
Point #1: What are the five steps of conflict resolution?
Point #2: Why is it necessary to listen to both sides? Why is this skill important in solving problems?
Point #3: Other than during school, when are times conflict resolution can be tried?

Lesson #3

Protective Factor: Developing conflict resolution and decision-making skills in children

Unit: Learning skills necessary for peer mediation training

Lesson Topic: Confidentiality

Objectives: Students will be able to define confidentiality and state reasons for its importance through discussion
Students will be able to determine which situations are confidential through role-play

Introduction: Activity (15 min.) Introduce a grapevine activity where students are to sit in a circle and the teacher/counselor passes a piece of gossip to one person and they are to pass it to another until everyone gets an opportunity to hear it. The purpose is to visually show how easy gossip or confidential information is spread, how it's sometimes gets distorted, and how it reaches the person who it's about.

Method: Teacher/Counselor Role- Play (15 min.) Teacher/Counselor will role-play two situations involving a peer mediator resolving hypothetical conflicts between peers. The teacher will be the mediator and two students will role-play the disputants. The first can be any situation that shows a mediator who didn't keep information gained through a specific conflict confidential. The end result being that the information was spread through many people before coming back to the person it was about and hurtful it was. The second role-play will demonstrate the mediator following the correct procedure of reciting rules of confidentiality to each party to advise them that information will not go beyond this resolution unless it's information that will cause harm to themselves or others.

Learning Activity: Student role-play in groups of four (15 min.) Prepare various scenarios where students can practice being the mediator and disputant. Students are to role-play in front of other mediators their scenario. Students are to practice confidentiality by choosing not to divulge information to other friends or adults. Various scenarios can include a mediator not telling confidential information to other peers at school but to a parent and he/she tells another parent or a mediator is told by the disputant he/she is being abused at home.

Resources: Scenarios/incidents on note cards with specific roles; Report forms to detail their conflict and specific steps of conflict resolution

Evaluation: Students receive feedback after role-playing (10 min.) After students perform their role-play in front of others, feedback is given by the whole group. Reports are checked for accuracy. Students are to describe how it felt keeping information confidential. (15 min.) Observation of mediators during recess

Summary: (15 min.) Discussion of incidents at recess and major points covered in lesson
Point #1: What is confidentiality and why is it important?
Point #2: When are times confidentiality is important?
Point #3: Give examples when it's necessary to tell an adult and breach confidentiality.

Lesson #4

Protective Factor: Developing conflict resolution and decision-making skills in children

Unit: Learning skills necessary for peer mediation training

Lesson Topic: Decision-Making Skills

Objectives: Through role-plays, students will be able to distinguish between scenarios when a problem is too difficult to resolve and when it's necessary to tell an adult

Introduction: Activity (15 min.) The teacher/counselor will introduce an activity than demonstrates being able to make decisions but to know your limitations also. An activity could include a sandwich-making activity where one of each pair is blindfolded and the other has their hands tied behind their back. The pair works together in guiding and helping each other while being able to defer when their limitations tell them to do so.

Method: Teacher/Counselor Role- Play (15 min.) Teacher/Counselor will role-play two situations involving a peer mediator resolving hypothetical conflicts between peers. The teacher will be the mediator and two students will role-play the disputants. The first can be a situation where a peer mediator is involved in mediation and one of the disputants becomes aggressive with the mediator. Another can involve a mediator learning that a disputant is abused or plans to abuse others. Another can involve a student who needs mediation with a teacher. The second role-play will demonstrate the mediator following the correct procedure of: determining all the facts asking him/herself if they can handle the situation by themselves and with another mediator 3. seeking the help an adult if the situation is beyond their control

Learning Activity: Student role-play in groups of four (15 min.) Prepare various scenarios where students can practice being the mediator and disputant. Students are to role-play in front of other mediators their scenario. Students are to practice determining if the situation is one they can/can't resolve by going through the three steps.

Resources: Scenarios/incidents on note cards with specific roles; Report forms to detail their conflict and specific steps of conflict resolution

Evaluation: Students receive feedback after role-playing (10 min.) After students perform their role-play in front of others, feedback is given by the whole group. Reports are checked for accuracy. Students are to describe how it felt going through the process of making a decision and informing an adult when it was necessary to do so. Observation of mediators during recess (15 min.)

Summary: (15 min.) Discussion of incidents at recess and major points covered in lesson
Point #1: What steps do you go through to determine if the situation is one you can handle successfully?
Point #2: Why is it important to know your limitations and what are some examples of your limitations?
Point #3: What can go wrong if you tried to handle a situation beyond your control?

Lesson #5

Protective Factor: Developing conflict resolution and decision-making skills in children

Unit: Learning skills necessary for peer mediation training

Lesson Topic: Being Responsible

Objectives: Students will be able to define responsibility through activities and discussion
Students will be able to determine/define responsible acts of specifically being a peer mediator

Introduction: Activity (15 min.) Teacher/Counselor will lead students in an activity that will demonstrate responsibility and teamwork. An activity could include students standing in a circle while holding hands. A hula hoop needs to passed around the circle with each person trying to pass it down without letting their hands go. Debrief activity by highlighting the importance of working together and everyone is responsible in completing a goal.

Method and Learning Activity: Brainstorming Activity (30 min.) Teacher/Counselor and students will develop together a list of

responsibilities necessary to be a peer mediator (e.g. being on time, having necessary equipment, accurately reporting details on the form, being fair to both parties, seeking help from an adult if needed, working together, etc.) Students can make a poster naming the responsibilities.

Evaluation: (15 min.) Observation of mediators during recess

Summary: Discussion of incidents at recess and major points covered in lesson (15 min.)
Point #1: What are the responsible things needed by you as a peer helper?
Point #2: Why is it important to be responsible at anything you do?
Point #3: What are other things you do that make you a responsible person?

Arisa Domingo

Lesson #1 Butter Battle Book Lesson

Protective Factor: Life skills - uses life skills, including good decision making, assertiveness, and impulse control.

Unit: Conflict Resolution

Topic: Cooperating and Finding Solutions

Objectives: Given a conflict situation students will cooperatively create a variety of solutions and consider which solutions will resolve the problem in a way most satisfactory to all participants.

Introduction: (5 min.) This past week we have been discussing conflict resolution and ways of solving problems between individuals. Sometimes whole groups of people like a class, an ethnic group, or a country can have disagreements with other groups of people. How do groups of people solve their problems? What happens if they feel like they can't come to a compromise? Remember, a compromise is a win-win situation where both sides get some satisfaction out of the solution.
I am going to read you a book today by Dr. Seuss called The Butter Battle Book. This book is about two countries populated by the Yooks and the Zooks. They have a disagreement over which side their bread should be buttered on. Let's see what happens.

Method: Communication, team activities, problem-solving, role play, discussion.

Learning Activity: (20 min.) Facilitator will read The Butter Battle Book by Dr. Seuss. (20 min.) The book has an unresolved ending with a Yook and a Zook standing on either side of the wall that divides their countries, each holding a bomb and challenging the other to make the first move. At the end of the reading children are broken up into small groups and are given a blank book and asked to provide their own endings to the book along with illustrations. (15 min.) In large group a representative from each small group shares some of the solutions they had created. The facilitator writes these solutions on the board.

Resources: The Butter Battle Book by Dr. Seuss, blank books, pencils, crayons.

Evaluation: (20 min.) The class is divided arbitrarily into Yooks and Zooks. These two groups discuss the solutions that had been generated earlier.

Summary: (15 min.) Question and answer. Possible points to consider: What happens when countries use war as a solution to a conflict? How did each side feel when a compromise was reached?

Lesson #2 The Survival Game Lesson

Protective Factors: Encourages pro-social development of values (such as altruism) and life skills (such as cooperation). Provides leadership, decision-making, and other opportunities for meaningful participation.

Unit: Social Skills

Lesson Topic: Cooperative decision-making

Objectives: To learn to cooperate in decision-making, team-building, and to learn respect for individual values.

Introduction: (10 min.) We have been discussing social skills for the past couple of weeks. Today we are going to work on a skill which will be very important for you to function in school and the work world. When we live and work with other people we often need to take a team approach to making important decisions. Today we are going to do an activity called the Survival Game. I will be dividing you into groups of 8. One of the members of your group will be videotaping your activity. The other 7 members must imagine the following: You are travelling together on a plane headed for Japan. There is trouble with the plane and the pilot tells us to prepare for a crash landing at sea. He says that he will try to put the plane down close to one of the deserted islands in the Pacific Ocean. When the plane lands it is floating in the water. The raft is inflated and put in the water, ready for use. We can take only a few survival things with us, one item for each one of us. The plane will sink within 15 minutes so we must decide what things will be most necessary, then get into the raft and head for the island. Facilitator divides the class into small groups and helps set up the video equipment.

Method: Role-play, problem-solving, discussion

Learning Activity: (15 min.) Students do Survival Game activity. (15 min.) Feedback. Small groups share with larger group. Why did they choose what they chose. Do they think they worked quickly enough? Were some things more valuable to some people then they were to others?

Resources: Cards with survival object words, board to stick the cards to, video tape, camcorder.
Survival Object Words: 1)Money, 2)Water, 3) First Aid Kit, 4) Bible, 5) CB Radio, 6) Matches, 7) Tool chest, 8) Flares, 9) Gun, 10) Frozen dinners, 11) Compass, 12) Rope, 13) Blankets, 14) Tent, 15) Case of canned soda, 16) Mini-bike, 17) Gasoline, 18) Knife.

Evaluation: (15 min.) Play at least one of the video-tapes of the group activity to the whole group. Then continue feedback (15 min.): Who seemed to make the most decisions for the group? How did you feel when someone else was the leader? How did you feel about being the "boss"? Do you think you did a good job? Did you feel that the others listened to your ideas? Did anyone feel left out? What could you have done about that?

Lesson #3 Perceptions Lesson

Protective Factor: Perceptiveness - insightful understanding of people and situations.

Unit: Social Skills

Lesson Topic: Accurate communication with others

Objectives: Members of a peer mediation team will learn to share their perceptions or observations so that others will be able to understand and share their perception.

Introduction: (5 min.) We have been learning in the past couple of weeks how to be peer mediators. If you recall the steps to the peer mediation process include the Introduction, Identifying the Problem, Coming up with Solutions, and Closing. Today we are going to focus on one of the aspects of Identifying the Problem. When someone tells us their story can we always picture the event exactly as it happened? Can different people perceive the same situation differently? Today we are going to do an activity that will help us answer those questions. At the end of the activity you will see that it isn't always easy to exactly communicate what you want to say. You will see that different people will hear different things from the same conversation.

Method: Small group activity, discussion

Learning Activity: (15 min.) Peer mediators will divide into small groups. Each member will have a piece of paper and colored markers. One member will draw a picture using simple geometric shapes. The other members must do their best to replicate that picture without being able to see the original and using only the verbal instructions of the leader. They are not allowed to ask questions.

Resources: Blank sheets of paper, colored markers

Evaluation: (15 min.) The leader will reveal his/her picture and the rest of the group will compare their pictures with the leader's and each other's. Small groups will discuss what worked or did not work for them in terms of descriptions and language and record these for sharing in large group.

Summary: (15 min.) Large group sharing. A member from each group will share their group's experience and discussion with the larger group. (15 min.) Question and answer. The facilitator will pose these additional questions: What happens when one is not accurate or precise in communicating? How does this lesson relate to your role as a peer mediator? Would your job have been made easier if you could ask questions? In what way? What are some kinds of questions you could ask if you are not getting a clear picture of someone's story?

Lesson #4 Game of Life Lesson

Protective Factors: Encourages goal-setting and mastery. Positive view of personal future. Self-motivation - internal initiative and positive motivation from within.

Unit: Career planning

Lesson Topic: Goal-setting

Objectives: Members of a small group will be able to identify at least two possible career goals and the educational or training steps needed to achieve these goals.

Introduction: (5 min.) We have met for the past couple of weeks to discuss how we can increase you motivation and performance in class. Your teachers have expressed concern because they feel you have the ability but lack the motivation to be successful academically. In the past couple of weeks we have looked at a 24 hour period and how you divide you time during that period. We have looked at the needs people have including Rest, Leisure, Spiritual, Functional, and Work realms of their life. Today we are going to look at the future and what you need to do now to achieve your future goals. We are going to try to make the school experience meaningful for you so that you can relate what you are learning now in school to what

you will need to be successful in the future.

Method: Small group activity, research, discussion

Learning Activity: (30 min.) Small group will play the game of Life. This game incorporates some decision-making (e.g. deciding to pursue a career path immediately or taking the higher education route) as well as "twists of fate" (e.g. where the roll of the dice takes you on the game board). The game ends when the first player has completed all his/her Life goals (career, family, education, accommodations, etc.). (20 min.) When the game has ended each participant is asked to choose at least two careers that they are interested in pursuing. They are then to use the provided career resource components to look up occupational information regarding their career goals including 1) Salary, 2)work activities, 3) working conditions, 4) training or educational requirements and, 5) employment outlook.

Resources: Game - Life, some career resource component such as Career Kokua, Dictionary of Occupational Titles, Encyclopedia of Careers and Vocational Guidance, or Occupational Outlook Handbook.

Evaluation: (20 min.) Discussion. The facilitator will ask each member to share their career goals and what they discovered in researching these careers. Questions to consider: What kind of lifestyle would you like to live? What kind of home? car? leisure activities? Will the salary and employment opportunities of your chosen career mesh with your other life goals? Were you surprised at any of the training or educational requirements for your career choice? How does learning to read or write, or do multiplication, or learn about science relate to your future goals?

Lesson #5 Peer Mediation Video Lesson

Protective Factors: Promotes sharing of responsibilities, service to others, "required helpfulness". Appreciates the unique talents of each individual.

Unit: Peer Mediation

Lesson Topic: Promoting the Peer Mediation Program

Objectives: Peer Mediators will cooperatively find a way to share their program and procedures to their peers so that other students will understand the peer mediation process and how to access the help of Peer Mediators on campus.

Introduction: (15 min.) Last time we met there was some discussion as to how we as a group can promote what we do and explain the peer mediation process to the student body so that they will understand what mediators do and how they can use our help. After much discussion it was decided that the best method of P.R. for us would be to make a video that can be shown over closed circuit T.V. or in the classrooms. It will take all of our talents and abilities to make this video tape and I will post the various committees for you to sign up for. Please take the next ten minutes to sign up for the committee you feel you are best able to make a contribution to. The committees are: Script writing; Role-playing; Directing, videotaping, and editing; Props and cue cards. Some of your committees may have to wait for other committees to finish their job before you start yours. While you are waiting please review the peer mediation process and do practice role-plays with your small groups. I have provided role-play scenarios for you.

Method: Small group activities, cooperative learning, problem-solving skills, role-play

Learning activity: (60 min.) Each committee will contribute their part to making the Peer Mediation video. The facilitator will oversee each step of the process making sure that the video contains an introduction, a review of the peer mediation process, and details such as how mediators can be identified, where they can be found, and what times of the day can their services be accessed. The final product should be a video tape of about 15-20 min. in length.

Resources: Paper, pencils, video camera, video tape, large index cards

Evaluation: (20-30 minutes) Review and discussion. Peer mediation group will review the final product and evaluate the results. Facilitator will pose the following questions: Did each of you feel that you contributed to this video? How did the decision-making process work in your committee? Were there some people that seemed to take charge? Did you feel heard? Did you feel that you volunteered for the right committee? Did any of you volunteer for a committee because of the other people on it and not because of your own talents? How did that work for you?

Jody Tanaka

Lesson # 1

Protective Factor: Promotes close bonds

Unit: Life In Japan

Lesson Topic: Music

Objectives: The students will learn about Bon Odori and learn several dances. The students will be able to dance at a mock "bon dance."

Grade: 3

Materials: tape of music for dances, clothing to wear at mock "bon dance"

Procedures: (10 minutes) Tell the students about the history of the bon odori. Explain to the students that they learn one or several dances done at a bon odori. (30 minutes) Teach the students the dances. Invite a bon odori instructor to show other dances to the students. (20 minutes) Practice, practice, practice dances with students. (30 minutes) Prepare for mock "bon odori" dance.

Evaluation: Were the students actively involved in the mock "bon odori?"

Lesson #2

Protective Factor: Appreciates the unique talents of each individual

Unit: Life In Japan

Lesson Topic: Language-Writing

Objectives: The students will be able to write a haiku.

Grade: 3

Materials: paper, pencil, clipboard
For scroll: construction paper, glue, 2 pieces of white paper (4" x 6" – 10 x 15 cm), string

Procedures: (10 minutes) Tell students what a haiku is. Write example of a haiku on chalkboard. Explain that a haiku is a form of poetry in Japan and it consists of 3 lines. (5 minutes) The first line has 5 syllables, the second has 7 syllables, and the third line has 5 syllables. (20 minutes) The class will go on a "haiku walk." The students are to bring a paper, pencil and something hard to write on. Find a spot for the students to sit down for a few minutes and let them write or draw something they liked. (30 minutes) Go back to the classroom and have students begin writing their haiku. (20 minutes) Students will write their haiku and draw a picture on the 2 pieces of white paper. Glue the white papers to the construction paper. Roll over top and staple it. Tie a string through the opening. Display student's work throughout the classroom.

Evaluation: Did the students write the haiku poem with 3 lines of 5, 7, 5 syllables?

Lesson #3

Protective Factor: Promotes sharing of responsibilities, service to others, "required helpfulness."

Unit: Life In Japan

Lesson Topic: Geography

Objectives: The student will be able to identify Japan on a map. The students will learn about chain of Japanese islands and the four main islands. Gain understanding of seasons and climate.

Grade: 3

Materials: paper, pencil, pen

Procedures: (10 minutes) Go over some facts about Japan with students. Explain to the students that they will present a short presentation about one aspect of Japan (in groups). Divide students into groups of five. (5 minutes) Display some research material on a table. (60 minutes) Students may also go to the library to research. (30 minutes) The students will present at the next class meeting their group's research.

Evaluation: Did all students in the group participate and did they share responsibilities of getting the research done?

Lesson #4

Protective Factor: Encourages pro-social development of values (such as altruism) and life skills (such as cooperation).

Unit: Life In Japan

Lesson Topic: Math-Measurement

Objectives: The students will work inn groups to make mochi, much like the item in the story, The Funny Little Woman. The students will learn measurement.

Grade: 3

Materials: ingredients for mochi: mochiko, white sugar, brown sugar, 1 can coconut milk, milk, baking soda, sesame seeds
television box, scroll with pictures

Procedures: (10 minutes) Go over terms in the story that may be unfamiliar to the students. (15-20 minutes) Read the story, The Funny Little Woman, retold by Arlene Mosel. Use the "television box' and scroll with pictures from story. Explain to the students that they will make mochi like the one in the story. (5 minutes)

Divide the students into groups of six. (20 minutes) Each student in the group will add one ingredient to the mixture. The students will have to measure their ingredient and add it to the bowl. (60 minutes) The teacher will then bake each groups' mixture and then the class will be able to taste the creations.

Evaluation: Did each student participate by adding an ingredient. Were they able to measure the ingredients correctly?

Lesson #5

Protective Factor: Encourages goal-setting and mastery
Unit: Life In Japan
Lesson Topic: Science
Objectives: The students will learn about Japanese cranes and daruma.
Grade: 3
Materials: origami paper, colored markers, paint, paper, tape, Sadako and A Thousand Paper Cranes by Yoshiko Uchida.
Procedures: (10 minutes) Introduce Japanese cranes ("tsuru") to the students. Go over where they live, what they eat, etc. Read the story, Sadako and a Thousand Paper Cranes by Yoshiko Uchida. (5 minutes) Display other books and resources on a table for the students to browse through. (15 minutes) Explain that the crane is a symbol in Japan and that there are many other symbols. Another symbol is the daruma. Go over what the daruma symbolizes. (15 minutes) As an activity, the students will make a crane out of origami paper. After they are done making the crane, the students will make a daruma. (30-60 minutes) The daruma will be paper mache'. The students are then to set a goal and then when they reach the goal they may color in the eye.
Evaluation: Did the students set a goal and achieve that goal so that they could color in the eye of the daruma?

Lesson #1

Protective Factor: Encourage goal setting and mastery
Unit: Establishment of good homework and study habits
Lesson Topic: Compile a list of homework "self-choices"
Objectives: Students will decide on a variety of topics and activities they'll be able to do on their own.
Introduction: (5 minutes) Yesterday you received the guidelines for this year's daily homework policy. You understand that everyday you have homework to do and that the minimum time is 50 minutes. Yesterday we practiced how to record the time and today we'll choose the homework "self-choices." These are the activities you'll do after you're finished with the regular assignments.
Method: Brainstorming/Cooperative learning groups
Learning Activity: (15 minutes)
Students will get into their groups.
Students will list self-choice activities on chart paper.
Resources: Chart paper, felt pens
Evaluation: (20 minutes) Students will post their lists on the wall. Teacher and students will discuss the suggestions and check for appropriateness. All acceptable suggestions will be listed on chart paper. Teacher will make additional suggestions and set clear expectations. Teacher will direct students to this list throughout the year.
Summary: (15 minutes) Students will copy list into their homework composition book for daily reference. Teacher will answer any questions.

Lesson #2

Protective Factor: Expression of positive expectation and parental involvement
Unit: Establishment of good homework and study habits
Lesson Topic: Self-choice homework practice
Objectives: Students will practice how to do their homework and fulfill expectations and requirements.
Introduction: (5 minutes) We have discussed the expectations and requirements of your daily homework (50 minutes, record keeping, parental involvement,...). Yesterday we brainstormed and made up a list of "self-choices." You wrote this list into your homework composition book, but it is also listed on this chart. Today we will practice doing homework: First you'll finish all assigned class and homework. These go into the HW-pocket of your 3-ring-binder. Next, for the remainder of the 50 minutes you'll choose one or

more "self-choices" from the list. At the end you'll record the time next to the activity and add it up. The last thing you have to do is have your parents sign the daily page in your composition book.

Method: Supervised individual activity or some group activity (if appropriate).

Learning Activity: (30 minutes) Students will F.D. and complete assigned activities. (For this practice we'll use 30 instead of 50 minutes.)

Resources: Textbooks, reading books, encyclopedias, reading logs, paper, etc.

Evaluation: (15 minutes) Students will share how they've used the time and what they've accomplished.

Summary: (15 minutes)

Questions and answers:

1. With which assignments did you have any difficulties?
2. What did you not understand?
3. What can we do to improve the assignments?
4. What self-choice did you choose?
5. Did you record you time and add up?
6. What is the last thing you've to do?
7. Where did you put your completed assignments?

Lesson #3

Protective Factor: Encourages pro-social development

Unit: Health

Lesson Topic: Food and Nutrition/Poster

Objectives: Students will make a poster using food ads, newspaper articles and notes according to their assigned topic.

Introduction: (5 minutes) This week we learned different aspects about the food pyramid, we learned about the 5 food groups plus water and exercise, and we also learned how to take notes. Today we'll divide the class into six groups and each group will make a poster. You'll be using the ads and newspapers you brought from home. You'll use your notes and the encyclopedias and library books for additional information on you topic. (Teacher will give clear expectations for poster and display examples.)

Method: Cooperative learning/group activity

Learning Activity: (2 x 20 minutes) Students will make posters according to teacher's directions. Group will assign different responsibilities to individual members. Students will look for food items according to topic, title, definition, description, etc. Teacher will supervise and redirect.

Resources: Poster, newspaper, notes, encyclopedia, library books, markers, glue, scissors, ruler, pencils

Evaluation: (30 minutes) Students will present their posters to the class (6 x 5 minutes.) Group will assign different responsibilities to individual members.

Summary: (30 minutes) Class will give evaluation of each group's presentation. Class will ask each group questions they have.

Lesson #4

Protective Factor: Provides for leadership and participation

Unit: Health: Food & Nutrition

Lesson Topic: Create a store-activity

Objectives: Students will create different items according to their assigned topic

Introduction: (5 minutes) We learned about the food pyramid, food groups, water, and exercise. We took notes, did additional research and made posters. Now we will use all this information and knowledge and create food items according to the assigned groups. The sixth group will make up a series of exercises, and help make banners and signs. When all is finished we will invite the second graders and will give a demonstration for them.

Method: Art activities, cooperative learning, decision making.

Learning Activity: (20 x 20 minutes) Students will use the provided materials to create the items for the store. Teacher will supervise activities.

Resources: Boxes, jars, construction paper, newspaper, posters, markers, styrofoam trays, banners, etc.

Evaluation: (20 minutes) Each group will explain to class what they've done. Class will make suggestions for further improvements or changes.

Summary: (15 minutes)

Questions and answers:
1. Did each group meet the criteria?
2. How did each member participate?
3. What could have been done better/improved?

Lesson #5

Protective Factor: Provides for leadership and participation
Unit: Health: Food and Nutrition
Lesson Topic: A Play: Visit to the "Most Nutritious Store"
Objective: Students will write a script/play according to their topics to be presented to a second grade class.
Introduction: (5 minutes) Now that we have created many items from the five food groups and created an exercise routine, each group will get together and write a script for a skit. What you'll present should explain what you topic is about. Your audience will be a second grade class. You can tell it in a story, create a skit, make up a rap…
Method: Cooperative learning
Learning Activity: (30 minutes)
Teacher will brainstorm with students and give clear directions about expectations.
Students will write scripts.
Students will assign parts to each member.
Practice. Teacher will supervise.
Resources: Paper, pencil, back drops
Evaluation: (30 minutes) Students will set up store with banners, posters, created food items, etc. Students will give presentations to the second grade class.
Summary: (15 minutes)
Questions and answers:
Students will answer questions the second graders might have. Teacher will encourage questions.

Dale Greenwood

Lesson #1

Protective Factors: Encouraging prosocial bonding
Setting clear/consistent boundaries
Setting/communicating high expectations
Unit: Building a safe, supportive and effective learning environment: developing class/group rules or "helpful reminders" – to be posted.
Objectives: Given the inclusion/team building activities, students will discover the members of the class and of their cooperative learning teams. Teams will develop a classroom map to be posted and begin to cooperate in rule building activities.
Introduction: (Students are sitting in "community circle" group area)
This week we are going to get to know each other, how to work with each other, how to stay out of trouble, how to talk to each other and adults. First, we will talk about ways to do or show these people skills. I will help you try them out and then work on doing them even better. Last, we will practice them in our room and everywhere else we go.
By the end of this week we will have a classroom map that shows us all. a chart of special "helpful reminders" that we can use when we are here. We also know what happens when we use our "helpful reminders" and what happens when we don't use them. We will also talk about special things that can happen when we have learned all our people skills and can teach them to someone else.
Method: Discovery and facilitated discussions, supervised group activities
Learning activity: All activities to be individualized, as needed, add in more action/outcome oriented activities and time allotment. These activities can build the learning environment for the rest of the year. Getting to know you and your learning team. Students will discover who is in their learning team, where they sit and have a "learning team picture" taken for the classroom map. Given the picture they will come back to a large group and add their team picture to the teacher made map.
Resources: Teacher made maps, group seating plan, and pictures (photos), computers
Evaluation: Students will stay as a group and introduce each other from what they can remember from initial

introductions the next day (or for K-2 after recess or lunch break.)

Summary: Question and answer

Objective: to begin cooperative learning teams and to operationalize prosocial bonding

- Who do you know in this classroom?
- Who met someone new?
- What things happen when you worked in your learning team?

Create a list on the board with the teacher

- What did it feel like, look like, sound like?
- What would have made it better? Give examples.
- Do you think we need rules or helpful reminders when we work together?

Review: Activity:

1. Students will use yarn and create a team web and then draw/illustrate the lines of connection between the learning team members.
2. Will make a personal web with names of other people they know in the room by using the classroom map (sociograms).

Lesson #2

Lesson topic: People skills: explaining/defining prosocial skills and helpful reminders: how to work, learn and play together

Objectives: Given examples and non-examples, student will assist in establishing group/class rules or "helpful reminders" to be posted. Students will be able to demonstrate expected or defined behaviors in regards to "helpful reminders chart."

Introduction: We now know how it is in our class and on our learning teams. Now let's learn about people skills or social skills. What I mean by people skills are things like listening to others, asking questions in a friendly way, asking favors from others (help), and sharing. We are going to work on ways to deal with feelings, like when you get mad or angry, happy or sad. Ways to stay out of trouble, like staying out of fights or arguments. We are also going to make up a chart to help us remember to use our people or social skills called a "helpful reminder chart."

Method: Discovery, supervised group work (large and small groups)

Learning Activity: Through discussion students will generate examples and non examples of helpful people skills. Teacher will assist by correcting and reframing ideas into prosocial skills. Based on the discussion and refined list of prosocial skills, students will work in learning teams and define which ones they think are priorities and demonstrate with examples and non-examples.

Resources: Class generated list and teacher made examples, computers

Evaluation: Learning teams will return as a team to community circle and tell their priorities so the teacher can list on board. If necessary each team will be able to give reasons why these should be on the helpful reminders chart. As a large group students will generate a final draft of helpful reminders chart. Teacher will make final decision based on school policy and so there is no conflicting rules between school policies and classroom policies or helpful reminders.

Review: Each learning team will make a student (class) handbook of the helpful reminders with pictures or individualized cues.

Lesson #3

Lesson topic: Teaching people skills: review and revision

Objectives: Given role plays and situations, students will be able to define, explain, demonstrate mastery of each of the helpful reminders or rules. Students will be able to use this process when new students enter the class and need to learn the helpful reminders. Students will be able to define their behaviors in terms of the reminders and self monitor and self manage target behaviors as necessary.

Introduction: We have been talking about people skills or social skills. Today, I am going to give each team one of the "helpful reminders" we made last time. I want each team to come up with a way to show what that reminder/rule looks like, feels like, and sounds like. Remember to use examples and non-examples to demonstrate what the reminder/rule is about. I will be walking around to help. When you have finished your demonstration we'll come back to the community circle and look at the finished products. You can do role plays, skits, or visual/picture cues. These demonstrations will be used everytime we need a review or when new students enter our class.

Method: Discovery, supervised group activities

Learning Activity: Student teams will work together around the reminder they are given. They will have access to materials

generated in previous lessons and teacher examples to discover for themselves the components of the reminder. Students will then decide on the format to use to develop the demonstration with teacher input and direction as needed.

Resources: Previously generated lists of examples/non-examples and materials from production center (art supplies, magazines, etc.), computers

Evaluation: Each learning team will present/role play/explain their demonstration of the reminder/rule to the class. Given class discussion and evaluation time, the class will rate the success of the demonstration in terms of teaching the reminder. Teacher will make suggestions and assists teams as necessary to refine teaching demonstration. Final choices will be submitted for video production.

Summary: If more time is needed, an extra work session will be added to refine and revise final demonstrations. The objective was to develop teaching models for each helpful reminder/rule:

- Review what the reminders are
- Can another team show what they learned from the model?
- What are ways to look at your own behavior using the reminders?
- How could we keep track of ourselves to see if we follow the helpful reminder charts?
- What could the teacher do to help you remember and use the reminders?

Review: Teacher generated cue cards with role play situations demonstrating reminders – both non-examples and examples done periodically or as review as needed.

Lesson #4

Lesson topic: Practice makes perfect: where else can we use our "helpful reminders"

Objectives: Given the "helpful reminders" chart (posted) and individual student generated handbooks, student will discuss in learning teams other places they could apply/use the "helpful reminders." Student teams will generate a visual cue (chart etc.) of other places (e.g. playground, home, library, hallways, etc.) and how they would be used in those situations: answering these questions:

- How does it look?
- How does it feel?
- How does it sound?

Method: Discovery/discussion, supervised team work

Learning Activity: Students in teams will take each of the "helpful reminders" and apply them (examples/non-examples) to the lists of situations they generate. Teacher will supervise and clarify (by demonstration or example/non-example.) Through review of role plays and breaking down components of reminder (look, feel, sound) the teams will be able to create a rough draft of other places to use the helpful reminders.

Resources: Previously generated materials, teacher made charts (with example posted), computers

Evaluation: Students will come to community circle and in teams discuss their rough drafts. Teacher will list all ideas (minus the duplicates) and crate a master plan to be posted and added to student handbooks. final plan subject to revision by the teacher to fit schoolwide policies if necessary.

Summary: Objective was to create a list of other places the helpful reminders chart could be applied.

- Why do we need to practice the "helpful reminders"?
- How do we know if we are using them?
- Would it be helpful, if the teacher reminded us before we wen to another situation to use the "helpful reminders" (i.e.: okay, team_____, what are you going to do when you go to the library?) etc.
- What else would be helpful to remember to use our "helpful reminders"?

Lesson #5

Lesson topic: Catching us when we're good: what happens when we do use the helpful reminders and what happens when we do not?

Objectives: Given the hierarchy of interventions (least obtrusive to most restrictive) and hierarchy of consequences as determined by school-wide behavioral support team, students will design and assist in the development of a classroom reinforcement system. Students will be able to list consequences and choices when asked. Students and teacher will discuss reasonable alternatives/choices for working issues out within the classroom, before exclusion options.

Introduction: We have developed our "helpful reminders" as well as how and when else to practice them. To ensure that we use the reminders and know that we are doing a good job we need a way to acknowledge ourselves and others for getting along, following/using the reminders, and for helping others, as well as ourselves to stay out of trouble. The learning teams have all given good ideas on how I can help you remember and reward. Today we are going to design a way to do this consistently and look at what choices make sense

to our classroom. We will also begin by looking at the school-wide consequences and what they mean to us.

Method: Discovery-discussion, supervised group activities

Learning Activity: Part 1: students will go to learning teams, read/discuss school-wide intervention diagram and the hierarchy of consequences. Individually, they will add them to their student handbooks so that they can list:

1. Intervention diagram; with examples, (i.e. eye contact, physical proximity, warnings, chill outs, and going to the office)
2. Discuss and add to handbooks the agreed upon consequences, so they know what happens when.

Part 2:
Maybe continued next day or a later period.
Based on what they have learned they will come back to community circle and begin to formulate the classroom reinforcement system as well as consequences to be utilized in the classroom. Students will begin to develop a brainstorm list of possible reinforcers. Same for classroom consequences and develop a brainstorm list.

Part 3:
Using the following criteria:

1. Doable
2. Logical
3. Enforceable

Students and teacher will work from the brainstorm list and through consensus, will adopt a reinforcement system and consequence hierarchy. Final approval comes from teacher as to the criteria. Charts will be posted and added to student handbooks.

Resources: School policies, student generated lists, student handbooks and helpful reminder charts, computers

Evaluation: Students will be able to explain/demonstrate in provide role play situations (or naturally occurring situations)

1. Why individuals, teams, or class received the rewards they did (or what they are working for (i.e. special field trip/privilege, etc.)
2. What consequence they are getting and why (role plays and in naturally occurring situations.
3. Can demonstrate to new incoming students – reinforcers and consequences.

Summary: Discussion of 2 major objectives:

1. School-wide policies
2. Classroom policies: rewards or consequences

- Does the classroom systems support us in using and remembering our "helpful reminders"?
- Does it help us to know not only what happens when we follow the school and classroom reminders: rewards as well as consequences?

Review: Students will design a handbook for their parents about all of the above and possibly produce a video for the first parent conference night. Students will begin to design a self-monitoring system and decide with teacher input when reviews or revisions are needed.

SECONDARY

Aurora Agcaoili

Lesson #1 Reading the Help-wanted Ads

Protective Factor: Provides leadership, decision-making and other opportunities for meaningful participation

Unit: Finding Your Career

Objectives: Given help-wanted ads in the newspaper, the student will increase their word vocabulary and learn how to read help wanted ads in the newspaper.

Introduction: (5 minutes) One of the ways of finding a job is through help-wanted ads. Sometimes, it can be confusing if they include unfamiliar terms and abbreviations. We need to know common terms and abbreviations to understand the ads for a job you are looking for.

Method: Peer teaching, Group games

Learning

Activity: (25 minutes)

1. In pairs, students study and read underlined important words in the help-wanted newspaper ads.
2. Matching game: students are divided into two groups. Group A has abbreviated cards and Group B has it's meanings. Each student has to look for its match by asking, comparing and reading cards.
3. Reading more examples of help-wanted ads.

Resources: Newspaper Ads

Evaluation: (10 minutes) Each student picks an occupational card listed on the help-wanted ads. She/He then asks fellow classmates information given on the ad.

Summary: (5 minutes)

1. Why do you need to understand the help wanted ads?
2. What information is included in the help-wanted ads?

Lesson #2 How Help-Wanted Ads are Arranged

Protective Factors: Promotes close bonds

Unit: Finding Your Career

Objectives: Given the classified section of the newspaper, the student will find different jobs and know alphabetizing.

Introduction: (5 minutes) Along with understanding the terms and abbreviations used in the help-wanted ads, you also need to know how these ads are organized in most newspapers. As you learned the "Help Wanted" or "Employment Section" ads are located in the classified part of the newspaper, within that section the jobs are listed in alphabetical order.

Method: Inductive method, Cooperative learning

Learning Activity: (25 minutes)

1. Students will study given examples of jobs that are arranged alphabetically. Jobs that start with A would be listed first, jobs that start with B would be listed next, and so on...
2. When several jobs start with the same letter, look at the second letter.
3. If several job titles have more than one word and the first words are the same, look at the second word.

Resources: Telephone directory, newspapers, reference books

Evaluation: (10 minutes) Students will be randomly grouped. Each group will be provided with a set of strips with job-titles from help-wanted section of newspaper, yellow pages of telephone directory or reference books. Each group will alphabetize each set of strips. Building a tower...using jobs arranged alphabetically.

Summary: (5 minutes)

1. The objective of this lesson was to learn how to alphabetize job-titles , specifically.
2. Why is it important to know alphabetizing?
3. How is alphabetizing related to our daily life?

Lesson #3 Understanding Help Wanted Ads

Protective Factor: Values and encourage education

Unit: Finding Your Career

Objectives: Given examples, the student will decide if a particular job is suitable for him/her.

Introduction: You are now familiar with the abbreviations and terms used in help-wanted ads. You also know that ads are arranged in alphabetical order in the newspaper. Now, you need to practice reading and understanding these ads to find a job that will fit your needs.

Method: Dialogue, class discussion, question and answer

Learning Activity: (25 minutes)

1. Show 3 posters of ads about a clerical position with varied conditions.
2. Students read and answer their questions orally.
   Examples:
   a. Which job requires good word processing skills?
   b. Which job should you apply in person?
   c. Which job requires good health skills?

Resources: Newspaper Ads

Evaluation: (10 minutes) Pair students after showing other examples of job ads.
Student A - Make up questions based from the given ad
Student B – Answer questions asked by her/his partner about the ads
Exchange roles of the above activity.

Summary: Students are able to choose a job which match his/her needs.

Lesson #4 Do I Qualify for This Job?

Protective Factor: Appreciates the unique talent of each individual
Unit: Finding Your Career
Objectives: Given an activity, the student will be able to determine if he/she qualifies for a particular job
Introduction: (5 minutes) In order to use the help-wanted ads wisely, you shouldn't waste your time applying for jobs that you're not qualified for. For example, these ads shown on a poster from yesterday's lesson. Although, an applicant has an experience in sales clerk she also has word processing skills. However, she is not very good in Math. Thus, she shouldn't bother looking at the ads which require to be good in Math.
Method: Brainstorming, Role Playing
Learning Activity: (25 minutes)

1. Each group brainstorms, discuss, share ideas about a given ad. Then the students read, study the three people described who are applying for the job. Discuss the reasons for your decision. Why did you chose from A? B? C?
2. Role playing a given situation – employer and an applicant based from ads.
3. Students brainstorm questions to ask themselves when responding to a job ad.
4. Teachers present some questions to ask themselves if the applicant is qualified for the job.

Examples:

a. Do I have the education required?
b. Do I have the skills needed?
c. Am I able to work the machinery?

Resources: Video and newspaper ads
Evaluation : (10 minutes)

- Sharing of ideas why a student thinks he/she is qualified for a job
- List down your talent...what are things you do or are good at?
- What are the things you already know and you are good at?

Summary: (5 minutes) A statement from the student why he/she thinks she qualifies for a job.

Lesson #5 Where Do I Get Help Finding a Job?

Protective Factor: Provides access to resources for meeting basic needs of employment
Unit: Finding Your Career
Objectives: Showing different job resources in our community, the student will share information and understand the different services offered at employment agencies and job placement offices.
Introduction: (5 minutes) The best way to find an employment agency is to look in the yellow pages of your telephone directory. Many agencies specialize in certain kind of jobs and will also state whether the employee or the employer pays the fee.
Method: Language Experience, Inquiry Method
Learning Activity: (30 minutes)

1. Field trip to different job placement offices and employment agency.
2. Sharing of information of other resources available to find a job especially in Waianae community.

Resources: Guest speaker from different community businesses
Evaluation: (5 minutes) What are some of the job resources and agencies available especially in our community? Students list agencies and job employment agencies visited; read; learned.
Summary: (5 minutes)

- Students are able to tell different information provided by an employment agency
- Students are able to learn skills which are on the market for employment in various agencies

---

Lesson #1

Protective Factor: Promotes Close Bonds
Unit: First Week Activities
Lesson Topic: Inclusion activity
Grades: 9-12th Social Studies

Days: 1 day lesson

Objectives: At the end of this activity, students will be able to. . .

1. Meet their classmates and teacher.
2. Participate in hands on activities that will get them out of the "traditional" classroom setting.

Introduction: Knowing more about your classmates and teacher is something each student is curious about on the first few days of class. In high school, each class is a different experience. Most times, students do not even know the students in their own class. In this lesson, my goal is to have the student get to know me and the other students on a more "personal" basis. I also want the students to feel comfortable and be able to get out of the "traditional" classroom setting.

Learning Activity:

1. Name Wave (15 min)
   All stand in a circle. One person says their name and at the same time makes a motion or gesture. (Example: Beth, as she waves her hand.) The person to the right says "Beth" and waves her hand as Beth did. The name and motion spread around the circle is complete, the next person says their name and a different motion and that "waves" around the circle. Continue until all names are said and activated. * This activity comes from Tribes *
2. Lineup (15 min)
   Have students line up in order of name (A-Z), birth date, height, number of family member, or etc. Have them do this without talking. This is a good energizer for getting your group focused, settled, or silent. The lineup is also a handy way to get your class into random cooperative groups. * this activity comes from Tribes *
3. Wright Family (15 min)
   a) Tell students to get into a circle with a pen or a pencil.
   b) Read the following instructions to the class: I will be reading a story called "Life with the Wright Family". Every time I say the word Wright, pass your pencil or pen to the right. Every time I say Left, pass your pencil or pen to the left. Listen to the story carefully, you will be ask questions about comprehension later.
   c) Read the story to the class
   d) Test for comprehension by asking questions about the story.
4. Debriefing (15 min)
   a) Summarize what we did today. Tie in activities with how the class will be during this upcoming year.
   b) b. Emphasize the importance of working together, having good listening skill and knowing your teacher and classmates.

Life with the Wright Family

One day the Wright Family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately yelling "It will be a right cold day before I return."

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright, and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway someone had left a trash can in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road. Mother Wright wondered if she had left the stove on. Father Wright told her not to worry he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry; Shelly Wright wanted to watch Susan get sick, so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all this going on, Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said "I wish the Wright family had never left home today!"

Lesson #2

Protective Factor: Positive View of Personal Future & Encourages Goal Setting and Mastery

Unit: Introduction to Success in World History

Lesson Topic: Goal Setting

Grades: 9th grade World History

Days: 1 day lesson

Objectives: At the end of this activity, students will be able to ... set daily, monthly, yearly and life goals that will give them direction; verbally reflect the importance of setting goals.

Introduction: (5 min) The Freshman year in high school is a very exciting, nervous and joyous year. If you do not have set goals, it can also be a frustrating year. Setting goals is essential at any age. Goals give you direction, it helps you to plan out your future. In this lesson, students will be given the opportunity to set their own goals and see the importance of setting goals.

Learning Activity:

1. Free writing (10 min)
   a. Have students take out a sheet of paper, pose the following question to the students: "What are goals?"
   b. After the students are done with their own free write, have them pair up with another student and share their responses.
2. Goal Setting (30 min)
   a. Go over with the students the differences between daily, monthly, yearly and life goals.
   b. Go over the importance of setting "realistic" goals.
   c. Have student set their goals on the following work sheet.
   d. Have student decorate the goals sheet.
3. Reflection (15 min)
   a. Have students get into groups of three.
   b. Students are to share their own personal goals with their group members.
   c. In their groups, have students discuss the importance of setting goals.
4. Evaluation
   1. Tell students to post up their own personal goals sheet in a place they can see it. (i.e.: wall in bedroom)
   2. Throughout the year, do a goals progress check.

Sample:

My Own Personal Goals

Daily Goals

1.

2.

3.

Weekly Goals

1.

2.

3.

Monthly Goals

1.

2.

3.

Yearly Goals

1.

2.

3.

Lesson #3

Protective Factor: Relationships and Perceptiveness
Unit: Immigration to Hawaii
Lesson Topic: What is immigration? Interview with an immigrant
Grades: 9 - 12th Social Studies (Modern History of Hawaii)
Days: 2 day lesson
Objectives: At the end of this activity, students will be able to ...
1. define the word immigration in their own words.
2. find out personal information from an immigrant.

Introduction: (5 min) Each year more and more immigrants come to Hawaii. The first waves of immigrants came to Hawaii to work on the sugar plantation. Immigrants bring a lot of "favor" to Hawaii's culture. The immigrants who worked on the plantations were large contributors to making the culturally diverse society that we live in.

Learning Activity: DAY ONE

1. What is immigration? (15 min)
   a. Write the word immigration on the board.
   b. Ask students to brainstorm this definition, individually.
   c. Allow student to come up with a definition with a partner.
   d. Allow group to share their definition aloud. Open the floor for discussion.
   e. Dictionary definition of immigration: When one leaves a country to settle permanently in another.
2. Short lecture on immigration (15 min)
   a. Almost everyone is here because of immigration. The only people who are not a product of immigration are those who are 100% Hawaiian.
   b. Sugar and the needs of laborers. Hawaiians did not want to work on the plantations, so outside laborers were needed.
   c. Masters and Servants Act. Passed in 1850, by the Hawaii legislature which gave government approval to import foreigners as contract laborers.
3. Immigration Interview (5 min)
   Students are to do this for homework. Interview either your oldest living relative or a person who is an immigrant that lives in Hawaii. You are required to ask them the following questions...
   1. Name
   2. Date of Birth
   3. Present residence
   4. When did you first move to Hawaii? (immigrate)
   5. Where did you come from?
   6. Why did you come to Hawaii? (3 reasons at least)
   7. What were your initial reactions when you came to Hawaii?
   8. What are your thoughts about Hawaii now?
   9. Are you a U.S. citizen? If so, when did you get naturalized?
   10. How do you feel about the U.S. government?

Write a one paragraph reaction to your interview.

DAY TWO

1. Grouping Activity (15 min)
   a. Have students discuss interview in groups of two.
   b. Have students discuss similarities and differences.
2. Extras (20 min)
   a. If you have a student in your class who is an immigrant, use this student as a resource to share information with the class.

Lesson #4

Protective Factor: Humor and Flexibility
Unit: Immigration to Hawaii
Lesson Topic: Cultural Diversity
Grades: 9 - 12th Social Studies (Modern History of Hawaii)
Days: 2 day lesson
Objectives: At the end of this activity, students will be able to...

1. Work in a group on a skit
2. Define the terms: stereotype, prejudice, and discrimination.
3. Reflect on discrimination in Hawaii by writing an essay.

Introduction: (5 min) Living in Hawaii, each of us come across working and interaction with people of different ethnicities. In this lesson, my hope is for the students to foster resiliency by creating ethnic skits that will express the stereotypes held for various ethnic groups in Hawaii.
This lesson is not meant to offend or criticize any certain ethnicity, instead, it is meant to bring each group together and show how each group brings something special to make Hawaii unique.

Learning Activity: DAY ONE

1. Have students copy down the following in their notes (5 min)
   Stereotype: to categorize groups of people by certain characteristics; an opinion of people based on an oversimplified view of the group they belong to.
   Prejudice: forming an opinion without knowing the facts; an irrational dislike or suspicion of people based on an oversimplified view of the group they belong to.
   Discrimination: acting on one's prejudice by behaving badly toward people one dislike or suspects.
2. Brainstorming stereotypes (15 min)
   a. Divide class into groups by using one of the "tribes" methods.
   b. Pass out papers with the races on each paper to the groups. (Choices can include: Korean, Japanese, Samoan, Chinese, Filipino and etc...)
   c. Give students 10 minutes to jot down stereotypes about the ethnicity on the paper.
3. Preparing the skit (35 minutes)
   a. After brainstorming the stereotypes, now the group must prepare a skit to perform in front of the class.
   b. Students are required to prepare a 5 minute skit that will over exaggerate one or more stereotypes about the assigned ethnic group.
   c. Each student must have a speaking part and props must be used in the skit.
   d. Students must be ready to present skit on the next day of class.

DAY TWO

4. Skit presentation (30 min)
   a. Give an overview of what we did yesterday. Remind students that we are doing the skits to go over stereotypes in Hawaii, not to hurt each others' feelings.
   b. Have groups present their skits.
5. Community Circle (10 min)
   Have students get into a circle, pose the following question to the circle... "How do ethnic stereotype affect you personally?" "How do you feel about the skits we did today?"
6. Essay (20 min) Write a one page essay, by answering the following...
   "Define the words, prejudice and discrimination. What are the differences between the two? From your own experiences, do you feel that discrimination exists in Hawaii? If so, give examples."

Lesson #5

Protective Factor: Perceptiveness
Unit: Immigration to Hawaii
Lesson Topic: Matchmaker (Picture Brides)
Grades: 9 – 12th Social Studies (Modern History of Hawaii)
Days: 2 day lesson
Objectives: At the end of this activity, students will be able to participate in a simulation that help with the understanding of Picture Brides.

Introduction: (5 min) Many Japanese-Americans living in Hawaii today are products of "Picture Bride" marriages. The Picture Brides came to Hawaii to look for a new beginning and an opportunity to start their families. They looked to Hawaii as their "paradise." Unfortunately, not all of the brides were happy when coming to Hawaii. In this exercise, the students will be given the opportunity to "actively" participate in finding their match and they will participating in their own wedding.

Learning Activity:

DAY ONE

1. Dear Matchmaker Letters (20 min)
   a. Have students read the Dear Matchmaker instructions. Make sure that boys and girls get the correct instructions.
   b. Allow students to write their one page letters.
2. The Match
   a. While class is doing other work, prepare for the match.
   b. Read each of the letters, match up the boys and girls according to the descriptions they give in their letters.

DAY TWO

3. The Wedding (30 min)
   a. As students are coming into the classroom, give each of them their prospective husband or wife's letter.
   b. Allow students to read their letters.
   c. Line up the boys and girls on two opposite sides of the room, tell students to find their match.
   d. Once they do, make the "couples" stand by each other.
   e. Prepare for a "mock wedding."
4. Debriefing (30 min)

a. Free write individually
   How do you feel?
   Did your mate match the letter that was written?
   How does this relate to what the Picture Brides went through?

b. Community Circle
   1. Students are to sit in a circle by their husband or wife.
   2. Share the free writes with the class

DEAR MATCHMAKER

Scenario for females

Imagine that you are a young Japanese lady living in Japan. You have been born and raised in Japan. Daily, your life is very boring. You do the same things each day and you have never traveled outside of your country before. You are not married and have not met the man of your dreams yet; you wonder if he even exist. Luckily, you have been approached by a matchmaker. She says that she will be able to find the perfect husband for you. You will be able to travel and be treated like a queen.

Assignment:

Write a one page letter to your matchmaker. Describe who you are, what you do, what you look like and what qualities you look for in a husband. You must make yourself sound good, because there is only so many good men in the world. Use a name other than your real name. Good Luck!

DEAR MATCHMAKER

Scenario for males

Imagine that you were born and raised in Japan. But because of the opportunities Hawaii has, you moved from Japan to work on the sugar plantations. In Hawaii, you make enough money to send to your family in Japan and to take care of yourself, but you are very lonely. Sure, you have a lot of male friends to go out with; but still it is not enough. Luckily, you have been approached by a matchmaker. This matchmaker says that she will be able to find a wife for you; but she knows nothing about you.

Assignment:

Write a one page letter to your matchmaker. Describe who you are, what you do, what you look like and what qualities you look for in a wife. You must make yourself sound good, because you will need to convince your bride-to-be to leave her family and friends in Japan. Use a name other than your real name. Good Luck!

Janice Uemori

Lesson #1

Unit: Resources

Protective Factor: promotes sharing responsibilities, service to others, "required helpfulness"

Objectives: Students will:

- share the responsibility of gathering information.
- interact with a member of the community.
- create a base of resources of service organizations for the school to select service projects from.

Materials: telephone books, telephones, worksheet: Resource Fact Sheet, file box (1), file folders

Time: 30 min. (introduction & lesson) 30 min. (evaluation-depending on the size of the class) 15 min. (debriefing)

Activity: Resource Box

Introduction:

Explain to students the importance of community service, service to others as a part of being a good citizen. There are many organizations that provide service and/or products to people in need.

Write the following categories on the board:

HEALTH- substance abuse
HEALTH- charitable organization
HEALTH- hospitals/clinics/health providers
ENVIRONMENT
HUMAN SERVICES- service providers
HUMAN SERVICES- product providers

Have students brainstorm organizations that provide service to people in the categories listed on the board.

Lesson:

Divide the class into six groups. Give each group a category, 6-8 worksheets & telephone books. Students will look up the list of organizations under their category to find addresses and phone numbers. Each student will call one organization to gather the information on the worksheet and ask the organization to send any brochure, reading material, or other information on any activity they are sponsoring or on their organization for our files. This activity must be followed up on at least once a week until all students receive their material from their organization. Each student will make a file to place in the file (resource) box. In each file folder will be the resource fact sheet and any material sent from the organization.

Evaluation:

Once all materials are in, each student will do a short presentation on their organization highlighting activities school organizations can participate in. Final evaluation will depend on the completeness of the fact sheet, receiving material from the service organization, and doing the presentation.

Debriefing:

1. What are some of the procedures you used when calling your organization?
2. What are some of the problems that you were faced with?
3. What did you like about this activity?
4. What was your least favorite part of this activity?
5. Why is this activity important? Who is it important for?

Adaptation: This activity can be adapted to other areas of resource like fund raising, banquet facilities, places for field trips, guest speakers, etc.

WORKSHEET: RESOURCE FACT SHEET

Name of Organization:_____

Address:_____

City/State/Zip Code_____

Phone Number_____ Fax Number _____

Contact Person /Title _____

School Year _____

Service/Product Provided _____

Calendar of Activities

Date	Activity
_____	_____
_____	_____
_____	_____

Telephone Contact Information

Student's Name_____

Date Called	Time Called	Response
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson #2

Unit: Leadership

Protective Factor: encouraging supportive relationships with many caring others

Objectives: Students will:

- identify the issues that face the students on our campus.
- identify the positive/protective factors that help make teenagers resilient.
- discuss activities that help to develop/increase resiliency in students.

Materials: chart paper, pens, worksheet: Resiliency Chart

Time: 40 minutes (introduction & lesson)
30 minutes (evaluation- discussion & essay)
15 minutes (debriefing)

Activity: Resiliency Chart

Introduction: Explain to the students about resiliency. Resiliency is the ability to bounce back from an adverse situation. Ask students who are willing to share a story of bouncing back from a bad situation.

Lesson: Have student do the resiliency chart on five of their peers. For confidentiality purposes ask that they not include the names of their peers. Ask that they come up with some issues facing each peer they have selected in the left column, then to write the positive points of each peer selected in the right column. This is to be done individually and quietly. Pair students up and ask that they circle the issues that come for more two or more of their peers. Have them notice if the positive factors are similar or different from each of the peers. Have each pair sit with another to make groups of four. Give each a chart paper and pens. Ask students to write on the chart paper the issues that face two or more students on the left side of the chart paper. Ask that they write the positives on the right side.

Evaluation: Bring the groups together in one large group. Have each group share their findings. The evaluation will come when each students writes on the following: - the findings of the group, both the issues and the positives -generalizations of the findings -ideas, suggestions to develop and/or increase resiliency in our students

Debriefing:

1. What is one thing you learned doing this activity?
2. What creates resiliency in teenagers?
3. Do we seem to have one outstanding issue that is facing most of our students or are there many different issues?
4. How can we as the Leadership class foster resiliency in our students through activities?
5. How can this help you to be a better friend?
6. Do you think this activity will help you the next time you're in a difficult situation?

Adaptation: The list of people you do the resiliency chart on can be expanded to anyone between the ages of 5-20 or limited to family members.

WORKSHEET: RESILIENCY CHART

Directions: Use this chart to identify the issues (negative factors) and the positive points of five (5) of your peers (friends, acquaintances, classmates, etc.). Write the issues that are facing each of your peers in the left column and write the positive points of each of your peers in the right column.

ISSUES	POSITIVES

Lesson #3

Unit: Leadership

Protective Factor: Encourages pro-social development of values & life skills

Objectives: Students will:

- identify the qualities of leadership.
- define the qualities of leadership as it pertains to them.

Materials: construction paper circles (centers cut out), markers, scissors, bulletin board, stapler, push pins

Time: 45 minutes (activity)
15 minutes (debriefing)

Activity: Circles

Introduction: Discuss what makes a good leader. Discuss the importance of having these qualities: why they are necessary and what happens when there is a lack of qualities.

Lesson: Brainstorm the qualities of leadership with the students. Pass out five circles & one marker per student. In a round-robin system, have the students make suggestions of qualities of leadership. As they give their suggestion, have the student write the quality on the circle. Place the circles in the center of the group where everyone can see them. When all of the suggestions seems to have run dry, in a round-robin system, have students pick a quality from the center of the group and explain its importance and how it applies to them. After each explanation, have the first student place his/her circle on the bulletin board with a stapler or push pins. From the second student on, have them cut their circle open and interlock their circle with at least one other circle on the bulletin board. Continue until all circles have been selected, explained, and placed.

Evaluation: There should be no wrong answers as long as their responses are positive qualities. Evaluation should be based on participation. Keep the circles up on the bulletin board as a reminder of what we are trying to attain.

Debriefing:

1. What does the circle represent?
2. Why did we interlock the circles?
3. Why is it important to see these qualities written in form?
4. Do we all have all of these qualities? Is it necessary to have all of these qualities?
5. Do the people who are leaders on our campus have some of these qualities? Like what?
6. What helped you to come up with your suggestions?

Adaptation: Leadership qualities can be written on cards and passed out randomly to each person in the group. It would be the responsibility of each person to present the quality they were given.

Lesson #4

Unit: Blood Drive

Protective Factor: promotes sharing responsibilities, service to others, "required helpfulness"

Objectives: Students will:

- attain valuable information about the process and need of blood donation.
- create a five-minute presentation of the process and need of blood donation to recruit donors for the blood drive.
- develop oral communication skills.

Materials: blood donation information (Blood Bank of Hawaii), chart paper, markers

Time: 15 minutes (introduction)

45 minutes (lesson)
45 minutes (evaluation)
15 minutes (debriefing)

Activity: Blood Donation Information

Introduction: Review the responsibilities of accepting the task of sponsoring a blood drive. This is one part of the entire activity. As recruiters for blood donors we need to be well informed and be able to answer the basic questions they potential donors may have. It is our job to make them feel as safe as possible with instilling the importance of donating blood. There is a short video that can be shown at this time.

Lesson: Divide the class and the information into equal parts. Assign each group one part of the information to read and present to the group. Have each group place their important aspects onto the chart paper. Each group will take turns explaining their section using the chart paper as a visual guide.

Evaluation: Have each student write a five-minute presentation of the process and need of blood donation. After the students have completed their written version, each student will have the opportunity to try out their presentation in front of the class. The rest of the class can ask questions like the audience may ask when giving the actual presentations. After each presentation, classmates may give suggestions as to what they think is missing from the presentation.

Debriefing:

1. What is one thing you learned about blood donation that you didn't know before?
2. How can you offer help if you cannot or don't want to give blood?
3. How does this information make you feel?
4. Is this a cause worth working for? Why or Why not?
5. Why is blood donation a sensitive matter?

Lesson #5

Unit: Leadership

Protective Factor: promotes close bonds

Objectives: Students will:

- develop team-building skills (communication, cooperation, problem-solving, equal participation, etc.) by working in a group to reach a goal.

Materials:

- bungee apparatus-bungee cord tied into a circle (opening of the bungee circle must be smaller than the opening of the smaller bucket, but must be able to stretch wide enough for the bungee circle to go around the smaller bucket
- 4 pieces of rope 7'-8' each tied evenly to the bungee circle
- 2 buckets (one must be smaller and be able to fit in the other)
- 4 blindfolds

Time: 30 minutes (activity- may be longer with larger class)
15 minutes (debriefing)

Activity: Bungee Bucket Activity

Introduction: Have students explain the need to cooperate, communicate, problem-solve, participate in any activity that needs to be completed by more than one person. Discuss the reasons for needing the help of others, of working together.

Lesson: Select four volunteers and blindfold them. Each sits in a circle with one of the four ropes that is attached to the bungee cord. Select four other volunteers who will serve as the eyes of the four blindfolded volunteers. Each of the sighted volunteers will be placed with one of the blindfolded volunteers. Place the smaller bucket in the center of the circle and the larger bucket somewhere else in the circle.

The object is to pull open the bungee wide enough to place the bungee around the smaller bucket's top, release the bungee around the bucket, lift it up, move it to and place the smaller bucket inside the larger bucket and release the bungee. Have the four blindfolded volunteers pick up their ropes as the sighted volunteers directs them to lower, lift, pull, release, move to the left, right, etc. Have the students switch roles, making sure all students have the opportunity to play both roles to experience the difficulty of giving and receiving directions.

Evaluation: The evaluation will be based on participation. It is important that they not be evaluated on the success or failure of their attempt.

Debriefing:

1. What were the difficulties of receiving directions?
2. What were the difficulties of giving directions?
3. What seemed to finally work (strategies)?

4. Why was it easier for the later groups, teams?
5. What does this activity tell you about working with others?
6. How did this activity make you feel?

Adaptation: One group may try this activity without blindfolds, but without verbal communication. Other problems will definitely arise.

Michael Oyama

Lesson #1

Protective Factor: Provides opportunities for leadership, decision making, and cooperation.

Unit: Building a Community of Learners

Lesson Topic: Any short content material.

Objectives: Students will teach their peers a content lesson, choosing the method in which to teach.

Introduction: Good morning. Today one student will be teaching the rest of the group. Groups will select their teacher for today and I will take them outside and inform them what to teach. They will in turn teach the rest of the group today's lesson. Obviously, this will take a great deal of listening skills and cooperation among group members. While I am outside with the "teachers" groups will work together to solve a problem. (Have prepared a task, e.g. how many words can the group make from another word). (13 min.)

Method: Peer teaching.

Learning Activity: Described in Introduction. (33 min.)

Resources: Content material to teach leaders.

Evaluation: Reflection questions: (14 min.)
How did it feel to be the teacher? the student?
What were some of the problems encountered?
What were the successes.

Summary: Have an oral quiz that groups answer either individually or as a tribe/team. Only the "students" may answer, not the teacher. (15 min.)

Lesson #2

Protective Factor: Promoting closer bonds.

Unit: Building a community of learners.

Lesson Topic: My Name - what does it mean?

Objectives: Students will gain an understanding of themselves as well as their peers.

Introduction: Today, lovely class of students, who I love and enjoy teaching and who brings a smile to my face whenever I think of them, we will be looking deep within ourselves. What I mean is that we will each be investigating who we are and what our names mean to us and others. Sound fascinating?
Share interesting facts about your name - How you got it, what does it mean, if you are named after someone else, etc. (feel free to improvise, this is only meant as a sample introduction, you are the teacher, tailor it to your personality and comfort level). (12 min.)

Method: Sharing. Reflection.

Learning Activity: Part I: (38 min.) Students will write their names on light colored construction paper. Have them choose first or last name or both. Names should be at least 8 letters long. They will be making a sentence with the letters of their names that describe themselves in some way. Give them plenty of time to be creative and to think. On the surface this seems like any easy thing to do but it may be difficult.
Part II: (10 min.) In addition they will interview parent or guardian as to what their names mean, why they were named what they were named, and any other information they can research. Give several days for the homework, make sure you take a "temperature check" in between days to see if they are having any problems getting information.

Resources: Construction paper, markers.

Evaluation: Part I. Their names: Have students partner up with someone else and explain what they wrote. Then bring class together in a large group or in several small groups. They will take turns sharing what they have written about themselves. Or you could have partners introduce facts about each other. Give them each only 1 minute or so. (30 min.) Part II - Homework: Day 2 or whenever majority of students are able to interview parents. Have students share as they did in Part I. About 1 minute per student. (30 min.)

Summary: Reflection questions: Part I: (15 min.) How did it feel to write good things about yourself? Was it easy to do? What were some facts about others that you learned? Part II: (15 min.) What were some

interesting facts you discovered while talking with your family about your names? Are there names you are thinking about for your kids someday? What are they? Why?

Lesson #3

Unit: Building a community of learners.
Lesson topic: Family camp trek.
Objectives: Students will use critical thinking skills and share with the class their choices.
Introduction: Today, wonderful class of individuals, you will be making choices, tough choices. It will involve making decisions of what you would bring on a special 3-month camping trip this summer. You will each be able to bring one backpack with items that you wish to bring. These are not necessities - food, tents, medicine, sleeping bags, etc., will be provided for you. Your list will be of personal items that you wish to bring since out will be gone for so long. (13 min.)
Method: Individual/group thinking.
Learning Activity: Students will make their list of items by themselves and then share with small group. They should explain what and why they choose what they did. Groups will then have to decide of the items that were mentioned by group members, which 10 they will bring. They may only bring 10 items total between the entire group. (groups should be 4 to 5 students). This will take some discussion and compromising. (37 min.)
Resources: Students.
Evaluation: Students will share with one another. Whole class will meet to share.
Summary: Reflective questions: (20 min.) What were some of the things you took in your packs? How did your group decide on what items to take? How did it feel if a personal item of yours was not taken? Was it difficult to leave some items behind? Were there some similar items among your group? Was is prioritizing? Did you have to do this? What did you learn about yourself in this activity?

Lesson #4

Protective Factor: Promoting closer bonds with classmates & teacher.
Unit: Building a community of learners.
Lesson topic: All in the Family - Birth positions
Objectives: Students will learn some similarities & differences about themselves by sharing.
Introduction: Share some information about your birth position - (e.g. complain about being the youngest, middle, oldest, or only child), give an example of your struggles or successes. Today we will be finding more about yourself and your classmates. You will be grouped by birth order - Oldest, middle, youngest, or only child. Once in the group share your experiences - How does it feel to be first born? What are the advantages? disadvantages? responsibilities? (15 min.)
Method: Group sharing.
Learning Activity: Have similar groups share first - see introduction. Then mix the groups and have them share with new group. Who do you think has the most power in your family? How do you feel toward other siblings? Who gets attention in your family and how do they get it? If could change birth positions where would you choose to be? Why? (15 min.)
Resources: Students
Evaluation: Student sharing of information.
Summary: Reflective questions: (20 min.) What social skills did you use to share with others? How much or well did you participate? What new facts did you learn about your classmates? How did you feel when you were with others who were the same birth order? different birth order? Is there a difference in power and birth order?

Lesson #5

Protective Factor: Promoting closer bonds with peers/teacher.
Unit: Building a community of learners.
Lesson topic: Opinions, can use personal questions or content.
Objectives: Students will share their opinions on various topics.
Introduction: Now we will find out what your classmates think about the topics we have been discussing. Everyone will sit in a circle. Questions will be asked that require you to agree or disagree. If you agree put your thumb up, if you disagree put your thumb down. (10 min.)
Method: Sharing.
Learning

Activity: Described above. Time would depend on questions.
Good to use at end of class to check if there is any confusion with lesson. (5 to 15 minutes)

Evaluation: Thumbs up or down.

Summary: Clarification of answers given by students. (5 - 10 min.)

Ryan Oshita

Lesson #1

Protective Factor(s): Relationships (working in collaboration w/others), Humor (developing a funny story), Flexibility (ability to adapt views and mind sets to new situations/stories).

Unit: Writing

Lesson Topic: Creative writing - writing a collaborative story.

Time: double period (75 minutes, sufficient time needed for writing story)

Objectives: Given the elements of a short story (characterization, setting, plot, conflict, resolution, irony, satire etc.) the students will begin a story on their own, read fellow classmates' "works in progress", add to "works in progress" stories and edit final products.

Introduction: Review elements of a short story. Ask question, " How many of you know the ending of a story that you have never read before?" Explain that for the most part, people don't know the ending of stories until the end. Further explain that sometimes even the authors don't know the ending until the end.

Procedure: Have students break up into equal-size groups and form a circles (size of group is dependent on time in class; bigger groups take more time to complete). Have each student take out a sheet of paper. Each student will begin to write a short story. At the end of 3 minutes, call "time". Each student passes their paper to the right. Students are to read the beginning of the story and continue developing the story. Repeat this process at three minute intervals until everyone in the group has had a chance to contribute to each story. When each student receives their own story they are to read, come up with an ending if there is none and individually share their story with the group. (set guidelines as necessary; ex. no swearing, lewd scenes, etc.)

Follow- Up: Students peer-edit their stories, type up in computer room and create a short story anthology.

Method: Discovery, problem-solving, supervised group activity.

Evaluation: Students will receive credit for short story, peer-editing, typed final draft. Extra credit will be given for graphic design/cartoon/artwork and submission for publication in anthology.

Debrief: What are the elements of a short story? (examples from class assignment), How did you know what to write? What kind of story were you writing? (comedy, horror, suspense... how did you know?) Who was your audience? How can you tell?

Lesson #2

Protective Factor(s): Relationships (ability to develop positive relationship and self image), Life skills (ability to communicate through correspondence /letters), inner direction (ability to set long term goals).

Unit: Life Skills

Topic: Letter writing - "Back to the Future"

Time: Two single periods (100 min.)

Objectives: The students shall write a letter to themselves, based on their present life and future aspirations/goals. Students will do long term planning and research career opportunities (unit on career opportunities will be done prior to this lesson).

Introduction: Ask question, "If you could go back in time and change something in the past, what would it be? why? Explain that the things we do today are activities that directly affect the future and immediately become part of our past. Ask question," what/who defines who we are?"

Procedure: Students will write a half page response to the two introduction questions. Students will review sample letters/correspondence and answer questions "What is the purpose of the letter?" and "Who is the audience?" review responses. Review letter parts. On another sheet of paper students are assigned to write a letter to themselves (this will be kept by the teacher and mailed to the student upon their graduation from high school). The letter shall contain: personal appearance/favorite/worst movies, songs, friends. Current events within the school, community, nation and world. Personal achievements/embarrassments/fears. Aspirations and goals. Career choice/future family description.

When the students are done with their letters, they will be given a day to go to the computer room and type their letters out. After they have been graded, students will place their letters in a S.A.S.E. w/teacher's name and school's address in return address section.

Method: large group instruction, self-reflection, individual writing assignment, review.

Evaluation: Students will be given credit for answering the two intro. questions, first and final draft of their letter. Extra credit will be given to students who turn in letters in S.A.S.E.

Debrief: Review various parts of correspondence. Review career choices of students (use as spring board for goal attainment lesson).

Lesson #3

Protective Factor(s): Relationships (working in collaboration w/others), Humor (ability to have fun and role play), Flexibility (ability to use materials provided to design a Medieval costume).

Unit: Geoffrey Chaucer

Lesson Topic: Canterbury Tales

Time: single period (50 min. to examine text) & double period (75 min. to role-play)

Objectives: Given five different tales (Knight, Miller, Reeve, Nun and Pardoner), students will closely examine text and create a list of ...physical/visual descriptions, individual quirks and characteristics of each character, based on the reading. One student from each group will role-play that group's character.

Introduction: Read prologue and explain situation of Canterbury Tale. Give brief history. Explain that it is easier to digest/comprehend text if we have a visual stimulus. Set up role play/dress-up.

Procedure: After introduction, have students break up into five equal groups. Assign each group a character's tale to closely examine. Have each group come up with a list of physical traits, quirks etc. and the page # on which it appears. Assign homework (read each of the other character's tale and get a general idea of what those characters are like). Double pd. day: Explain procedure for dress-up, set time limit and pass out materials bag to each group. Each group must select a member to dress-up in the given time, using only the materials provided. At the end of the time limit, each representative must come up and perform a scene from their tale.

Materials: various color tissue paper, markers, yarn, tape, oak tagboard, scissors. (feel free to add/delete items), student copies of Canterbury Tales.

Method: Discovery, analysis, individual activity, simulation

Evaluation: Students will receive credit for group characteristic list, participation, defense of character portrayal (based on evidence from text), role play. Extra credit will be given for trueness to the text, creativity and insight.

Debrief: What did you realize about your character after this activity? What did you learn about the other characters based on the group's presentation? What do you think was Chaucer's purpose for writing the Canterbury Tales? Name some television shows/movies that make fun of the way things are now.

Lesson #4

Protective Factor(s): Relationships (ability to define a relationship), Inner direction/Self-Motivation (ability to look within to determine motivating force), Spirituality (define the existence/non-existence of something greater; religion, fate, luck etc.), Perceptiveness (ability to gain insight into opposing/unpopular views).

Unit: The "X" Files

Lesson Topic: Ontological (Universal questions about existence)Debate.

Time: single pd. (50 min. for soul-searching) & double pd. (75 min. for debate).

Objectives: Students will write a one paragraph response to five ontological questions. Students will list the pros and cons for each question and prepare to defend their side. Students will view both sides of the questions.

Introduction: Ask students, "How many of you believe in God?". Inquiry. Show excerpt from Oh God, You Devil - (psychiatrists' discussion in meeting room on the disposition of the little girl). Ask students to define love.

Procedure: Students will write a one paragraph response to five of the following questions. How do you know you exist? Who is the dominant sex Male/Female? Is there a God? and if so, describe him/her. What is human nature? What happens to you when you die? Is there a devil? Who are you? and how do you know? Is freedom good? Does the truth ever change? When students are done, they will choose three questions and individually generate a list of the pro and con arguments for those three questions. If they are not done by the end of the single period, they must complete for homework. On the double pd. day, have the students break up into groups, based on the three questions they chose (teacher may have to regroup if groups are uneven). Divide each group in half, one pro and the other con. Give them 15 minutes to prepare a defense for their position. Have each group debate the question. (this could be expanded to incorporate a lesson on law, the judicial process)

Method: Individual reflection, problem solving, group simulation, individual writing.

Evaluation: Students will be given credit for their five paragraph responses, three pro/con lists, group participation. Extra credit will be given for the logic behind their defense.

Debrief: What did you learn about the opposing view to your belief? Can you see and understand why people might not feel the same way you do? Who is correct? Where do misunderstandings come from? How many sides are there to an issue? Are you sure?

Lesson #5

Protective Factor(s): Humor (ability to see the humor in various situations), Perceptiveness (ability to gain insights into opposing views), Flexibility (ability to adapt to different view points).

Unit: Short Story- Point of View

Lesson: Snow White that Tramp!

Time: double period (75 minutes)

Objectives: Students will examine different view points of stories. Students will rewrite a short story from a non-traditional view.

Introduction: Ask students if they know the story of the Three Little Pigs? Have them write down what kind of character they think the wolf is. Read, The True Story of the 3 Little Pigs! by A. Wolf. Ask students what they found to be odd. What beliefs did they write down that they want to amend? Explain that the way we look at things (our point of view) is often clouded by single-sided judgments that we make. Ask class, "How many of you now believe the wolf to be a good guy and the pigs to be the bad guys?".

Procedure: Have students think about a short story/Tale that they remember. Have students brainstorm on possible scenarios that could account for the conflict(s) in those stories, as might be told by the so-called "antagonist/villain." Have students rewrite the story (pairs or small groups 3-4) using one of those scenarios and telling the story from the antagonist's point of view. Groups will peer edit rough drafts, type up drafts in computer room, peer edit final drafts.

Follow-up: Groups will submit their stories for publication in a class short story book.

Method: Review, brainstorming, group writing project, peer editing.

Evaluation: Students will be given credit for their story, peer editing, typed final draft. Extra credit will be given for graphic design/cartoon/artwork and submission for publication in short story anthology.

Debrief: What have you learned about perceived truths? How do we judge? Is it fair? Are first impressions hard to break? Who was your audience? How can you tell?

Lesson #1

Protective Factor: Awareness of expected behavior instruction

Unit: Be prepared behavior instruction plan

Lesson Topic: Ways to be prepared in School

Objective: To be prepared for class with necessary materials. Bring supplies: Student planner, pencil, paper, text.

Introduction: First day of school discuss relationship between preparation and classroom success. Give each student a planner. Describe supply list items and Purpose of each item. Write list in planner. Provide visual reminder - post in class. (15 min.)

Method: Supervised individuals behavior Demonstration / Modeling

Learning Activity: Students will be able to practice/ role play / behavioral rehearsal of positive examples. Beginning of class: check if students have all supplies. (20 min.)

Resources: Copies of other school planners in learning centers.

Evaluation: Students will pair off; exchange planners, and discuss each planner, evaluating the completeness of each on the basis of the examples in one of four learning centers, (their choice). Each student will then take his / hers evaluation to the instructor to share with them the evaluation. Final evaluation will be given by the instructor. (15 min.)

Summary: Question and answer (10 min.)
Point # 1: The objective of this lesson was to be prepared in behavior in the classroom by bringing appropriate supplies to class.
Point # 2: Why do we use a planner in our classroom?
Point # 3: What information should the planner contain?
Point # 4: Why should careful attention be given to acceptable behavior or to unacceptable behavior in our classroom.

Lesson #2

Protective Factor: To promote non-verbal communication and communication in a group.

Unit: To focus on behaviors which help or hinder effective teamwork

Lesson Topic: Meanings of non-verbal communication and communication in a group context.

Objectives : To help students gain insight into their own personalities.

Introduction : What are some common ways we all communicate without words? List answers on the board. They may

include: smiling, groaning walking away, nodding, or winking, etc.. This activity will ask them to rely upon non - verbal communication. Students will be in groups of 5 - 6, supply students with pieces of 2 different puzzles. Distribute puzzle pieces to all members in group as equally as possible. The task is to be the first group to put together both squares. (10 min.)

Method: Discovery; Supervised group activity

Learning Activity : How you feel towards your other group members & the goals you and your team members used to help complete the puzzle. Seeing the many different styles in students personalities as they worked together. (10 min.)

Resources: Puzzles that were put together at the beginning of class.

Evaluation: Students, in groups of 5 - 6 will be given pieces of 2 different puzzles. The task is to be the first group to put together both puzzles. (10 min.)

Summary: Question and answer (15 min.)
Point # 1: The objective of this lesson was to promote class cooperation and to focus on behaviors which help or hinder effective teamwork.
Point # 2: What did you notice others doing to help?
Point # 3: What did you do to help your group achieve its goal?
Point # 4: How did you feel about not being able to ask or tell others what to do?

Lesson #3

Protective Factor: 7th or 8th grade students provide services for the CARE HELPER PROGRAM.

Unit: THE CARE HELPER PROGRAM

Lesson Topic: Ways students develop compassion and reliability through responsibility.

Objective: To develop the Care Helper Program between children with special needs or handicapped children.

Introduction: This semester our class will develop the Care Helper Program between one of our disability classes. Our class will help provide assistance to the children as they go on field trips to the zoo and shopping at Tamura's grocery store. It would also be a nice idea if we went as a class to visit these children during the week. You will be able to help their teacher organize and in keeping track of the many details associated with taking these students on an outing. (15 min.)

Method: Discovery; Supervised activities

Learning Activity: Students in the Care Helper Program are in a no - cost program that produces meaningful results of compassion and reliability are learned through responsibility. (45 min.-1 hr.)

Resources: Children with special needs from a classroom on campus.

Evaluation: Students will keep a journal each time they are with their special friend they will write about their outing in their journal. Students will come back and share with their own classmates. (20 min.)

Summary: Question and answer (15 min.)
Part # 1 The objective of the lesson was to develop THE CARE HELPER PROGRAM.
Part # 2 What is The Care Helper Program ?
Part # 3 What information was needed if we Continue this program ?
Part # 4 Why should careful attention be given to preparation of this program, if it is continued ?

Lesson #4

Protective Factor: To build self - esteem

Unit: CINNAMON ROLL

Lesson Topic: Positive strokes

Objective: To reassure or nourish a group member who may need positive strokes.

Introduction: Students we will all make a large circle by holding hands. The facilitator instructs to break the grip. At that break, the facilitator instructs one of the two people to remain still in their place as the entire group begins to circle around that person while still holding hands. (10 min.)

Method: Discovery who may need positive strokes; Supervised group activity

Learning Activity: Students will learn how it feels to do a "Wrapped Around" by using cooperative learning skills as they participate in this activity. (10 min.)

Resources: Teacher activity directed

Evaluation: Students will par off, exchange how they felt when they were in the circle. Draw a picture if they want to share with parents. "Good Activity to do in the Home ". (15 min.)

Summary: Question and answer (15 min.)
Point # 1 The objective of this lesson was to reassure or nourish a group member or members

Point # 2 What do the words reassure or nourish mean?
Point # 3 What information should we know before we start this activity?
Point # 4 Would you like to do this again in the future!

Lesson #5

Protective Factor: Parent involvement to encourage their presence at the school-" SCHOOL FRIENDLY "
Unit: PARENT INVOLVEMENT
Lesson Topic: Parent involvement improves student
Objective: Parent involvement improves student: ACHIEVEMENT, ATTITUDE, HOMEWORK, GRADES, ASPIRATIONS
Introduction: Teacher displays them on an overhead projector and then gives to students to take home to their parents. Students will be encourage to have more involvement with parents. (5 min.)
Method: Students are given handouts to take home.
Parents visit school or help with children's school activities.
Learning Activity: Model and role play with students, to help them in communication about school and parent involvement. (10 min.)
Resources: Students, teachers, and parents
Evaluation: Students will sit in circle or pair off with another student and discuss how their parents will become involved in the school and their work. (15 min.)
Summary: Question and answer (15 min.)
Point # 1 The objective of this lesson was to develop parent involvement
Point # 2 What does it mean by parent involvement at the school and with there children?
Point # 3 What information should we add to our next letter home?
Point # 4 Does parent involvement provide parents with practical & simple suggestion in our handout?

Lesson #1

Protective Factor: Sets and enforces clear boundaries (rules, norms, and laws)
Unit: Shop safety and organization
Lesson Topic: X-acto knife, knowing how to use it safely.
Objectives: After demonstrating, the students will pass a safety test with a 100% and be able to demonstrate how to use the x-acto knife safely.
Introduction: Today I'll be demonstrating how to use the x-acto knife. The x-acto is one of the most important tool you'll be using in graphics, in fact you'll be using it on every project, however it is one of the most dangerous tool ever made. I'll show you how to use it properly, how to care for it, and how to keep you and others from getting injured. I suggest that you leave your x-acto knives in your lockers and don't take it out of the classroom because it is an illegal contraband/weapon. If you must do work at home using the x-acto knife it's best you keep one at home. (5 minutes)
Method: Demonstration; Supervised Individual Activity
Learning Activities: Students will observe a demonstration on how to use the x-acto knife properly and follow all safety rules while cutting the ruby-lith film with the x-acto knife. (30 minutes) Students will take a safety test on the demonstration and will pass the safety test with a 100%. (30 minutes) Students will be given ruby-lith film and they will demonstrate how to cut ruby-lith properly using all the safety rules learned. Teacher will monitor and assist students with the project. (45 minutes)
Resources: X-acto knife, ruby-lith film, tape, black and white print, and light-table. Students will need x-acto knife, black and white print and shoes.
Evaluation: Students will be evaluated on the cuts made on the ruby-lith film and observation of safety rules. Teachers will show good samples of good cuts and bad cuts. Safety test correction. (15 minutes)
Summary: Discussion with students on the safety project. Questions and answers. (20 minutes)
-Go over safety rules
-What problems student had
-Open questions

Lesson #2

Graphic Communication

Protective Factor:	Sets and enforces clear boundaries (rules, norms, and laws)
Unit:	Shop safety and organization
Lesson Topic:	Bullies : developing a video
Objectives:	After role playing and modeling of how bullies affect students. Students will recognize the need to develop a video on bulling.
Introduction:	(10 minutes) This past year I've notice a lot bulling around school as well as in the classroom. Bullies are usually low achievers, often larger in size, uses physical, verbal name calling, intimidation, extortion, threats, etc. To understand what bullies do and how they affect everyone you will develop a video on bullies and cover all the aspects of why they bully and who do they affect.
Method:	Role playing, class discussions, video taping and computer editing.
Learning Activities:	Students will observe a demonstration on bulling and take notes on the effect of bullies. Students will have a discussion on what they had observe and how they feel when people get bullied. (30 minutes) Students will develop a skit and they will role play the skit on bulling. (90 minutes) Students will video the skit which will be made into a production. Teacher will assist and monitor skit and video. (90 minutes) Students will learn how to use a computer editing machine to develop a video production on bullies. (90 minutes)
Resources:	Video camera, computer editing machine and written skits.
Evaluation:	The video would be the final product and will be evaluated by the students and teacher. (45 minutes)
Summary:	Will the video cover all the aspects of bullies? Questions and answers of bullies. What are the nature of a bullies? What are signs of being bullied? Right of a safe school.

Lesson #3

Protective Factor:	Promotes close bonds
Units:	Life Skills/Advisory
Lesson Topic:	Building Structures/Team Building
Objectives:	After giving directions students will be able to build a structure using spaghetti noodles and gum drops. The students who builds the highest structure wins.
Introduction:	(5 minutes) This past week we have been talking about life skills, decision-making, assertiveness, and impulse control. Today we will be working in group of 5 students per group and work together to build a structure. Given just the items given you must be able to design and build a structure and the group that builds the highest structure in the allotted time with out falling wins.
Method:	Decision-making, discovery; Supervised group activity
Learning Activities:	Students will be able read and follow directions. Students will plan structure to be built. Students will use only items given to build the structure. (10 minutes) Based on students plans they will construct their structure. (20 minutes)
Resources:	Paper, pen or pencil, spaghetti noodles, gum drops.
Evaluation & Summary:	(15 minutes) Students will discuss what they built? Why did they build it that way? What they could have done to make the structure work? Who made the decision? Was there a leader? Teacher and students will do the final evaluation.

Lesson #4

Protective Factor:	Encourages goal-setting mastery
Unit:	Career Opportunities
Lesson Topic:	Show me the money ! Career Assessments/Career Paper
Objectives:	Given Cops II assessment and a sample career paper Students will take a career assessment and with their assessments students will do a career research paper on their career choice.
Introduction:	Show me the money ! From the movie Jerry Maguire an athlete wants to know how much money he's making. In life it is very important to know how much money your career will pay, because it will determine the type of car you drive, home you own etc... For example if you work at McDonalds don't expect to own a Mercedes Benz or have a home on Hawaii Loa Ridge. So, to determine what type of career you should go into we'll be taking this COPSII assessment. This assessment will tell you what type of interest you have and help you choose a career in your area of interest. Once, a career choice is made we will go the library and look up your career choice and do a one page research on your career. (15 min.)
Method:	Assessment; Research Paper; Supervise Individual Activities
Learning	

Activities: Students will take an assessment to discover what type of Careers they have interest in. (45 minutes) Based on what career they have discovered students will do a one page research paper which will include Job description, pay, job environment, school/education/training, and job openings. (90 minutes)

Resources: COPS II Assessment; Paper, pen, and paper; Computer

Evaluation: Students will give a report to the class on their report. Final evaluation will be made by the teacher with the students research paper turned in. (30 minutes)

Summary: Question and answer (15 minutes) The objective of the lesson was do develop a career awareness. What is an assessment? What is an assessment for? Career information from different students.

Lesson #5

Protective Factor: Appreciates the unique talents of each individual

Unit: Career Opportunities

Lesson Topic: Preparing a job Portfolio

Objectives: Given two sample portfolios, the students will be able to develop his/her own portfolios containing a complete information of all the necessary categories as indicated by the samples.

Introduction: When faced with the prospect of getting a job, many high school students don't know how to show their achievements to an employer. Many students don't even realize that what they've accomplished in school may be interesting to an interviewer. Developing a portfolio will help you prepare for employment and advance training. While building a portfolio you will learn about careers in the graphic arts field, collect project samples and practice work related skills. You will also have the opportunity to improve many of their academic skills, such as writing and research. (15 minutes)

Method: Discovery; Supervised Individual Activities

Learning Activities: Students will study two samples individually to discover for themselves the types of information contained in a portfolio. (10 minutes) Based on what the students have discovered, each student will prepare and develop his/her own portfolio. Student will place Graphic arts projects, awards, resume, job application, cover letters, letters of recommendations, and any other achievements. (on going)

Resources: Manila folders or Portfolio binder; Computer; Sample portfolios for student references

Evaluation: For the student final project students will go through an interview process in which the teacher will evaluate the students portfolio and final evaluations will be given. (45 minutes)

Summary: Question and answer (10 minutes) The objective of this lesson is to better prepare the students employment or advance training opportunities. What is a portfolio? What should the portfolio contain? Why should we do a portfolio?

Lesson #1 Why Study Biology?

Protective Factor: Appreciates the unique talents of each individual

Unit: Biology and You

Lesson Topic: Why We Study Biology?

Objective: In cooperative groups, the students will develop a script to introduce the exciting world of biological science. (The script will then develop for videotaping)

Introduction: The science of biology developed from scientists sharing their observations and studies with each other. It is then your task to get students excited of the discoveries in biology, since the science of biology surrounds us daily. You need to capture science at work. (15 min.)

Procedure:
1. Students will create a script to show the importance of the study of biology.
2. They will be in a groups of 5 or 6.
3. Students will assign roles in their groups (time keeper, recorder, leader, etc.)
4. Groups will brainstorm on "Why study biology?"
5. Groups begin writing a sketch on how the script should run.
6. Develop script in detail... emphasize creativity. (60 min.)

Resources: Library and class textbook

Evaluation: Groups will share their script to the class. The class with evaluate the presenting groups script with a criterion sheet. The criterion sheet will include: Presentation time limit, Was it well thought out?, Does it have logic in sequence? Does it emphasize the study of biology?, and is it creative? (45 min.)

Follow-up Activity: Using mass media's assistance, videotape the scenes on the script...Do "MTV type " editing for final product.

Lesson #2- Humpty Dumpty

Protective Factor: Sets and enforces clear boundaries
Unit: Gravitational Force
Lesson Topic: Earth's Gravity
Objective: To stimulate the students' creativity by having them design a protection device for a raw egg that will not crack when dropped from the top of the football bleachers.
Procedure/ Criteria: a. Students may use up to 2 different materials.
b. Protective egg device cannot be larger than 6" all the way around
c. Any of these criteria not met will result in disqualification.
Evaluation: 50 pts. - Egg survives the drop without a crack and is no larger than 6"
35 pts. - Egg does not survive and not larger than 6"
0 pts. - Device does not meet criteria. (30 min.)
Summary: a. Define gravity.
b. Do all objects fall at the same rate? Why or why not?
c. Do objects increase in speed as it free falls?
d. Why do you think your protective device worked? Did not work? (15 min.)
NOTE: All materials are provided by the students. All work will be done outside of class time. (3 days)

Lesson #3- Lab Safety

Protective Factors: Life Skills - uses life skills, including good decision-making, assertiveness, and impulse control
Unit: Lab Safety
Lesson Topic: Demonstrating proper lab safety rules
Introduction: Practicing laboratory safety procedures are essential in a safe lab. Lab involves some dangers that can be controlled if you follow lab safety rules. It is your responsibility to conduct yourself in a safe manner while in lab. Familiarize yourself with the safety symbols and safety equipment. (15 min.)
Activity: 1. Students will break into groups of 4 or 5.
2. Groups will be given 3-4 lab rules. (No duplicates)
3. Groups will design a skit to demonstrate the lab rule. (The wrong way and then the proper way.)
4. To demonstrate the lab rules the groups will perform the skit in front of the class.
5. Discussion after each group will follow. (45 min.)
Resources: Copies of laboratory safety rules.
Evaluation: Students will be evaluated based on the correctness of their demonstration/skit. (30 min.)
Summary: a. Locate all safety equipment in the classroom.
b. Summarize when and how safety equipment in the classroom are used.
c. A multiple test on general lab safety rules will follow. (30 min.)

Lesson #4- One Planet, One Earth

Protective Factor: Promotes sharing of responsibilities, service to others, "required helpfulness"
Unit: Human Impact on the Environment
Lesson Topic: Solving Environmental Problems
Introduction: The pattern of global change and ecosystem damage that is overtaking our planet is very disturbing. The human population is placing such severe stress on the worldwide ecosystem. We must find ways to reduce the harmful impact we created on our environment. (15 min.)
Activity: 1 Teach explain the five steps for solving environmental problems.
2. Have students break into groups of 4-5.
3 Each group will read an environmental issue and its possible solution.
4. Groups will share information.
5. Students will then make a personal commitment to help "Heal the World."
Example: Recycle paper, cans, plastic, glass; walk or bike to desired destination, become educated on environmental issues, etc.
6. Follow-up activity: Educate the public on environmental issues. Have students make signs, and sign-wave motorist outside of campus. (90 min.)
Resources: Textbook and current magazine articles on environmental problems and its possible solutions
Evaluation: Students are evaluated on the thoroughness of the content shared with the class. (45 min.)
Summary: a. What are the five steps in solving an environmental problem?
b. At which step in the solution of an environmental problem could you have the greatest influence?

Explain. (15 min.)

Lesson #5- Dichotomous Keys

Protective Factor: Provides leadership, decision-making, and other opportunities for meaningful participation.
Unit: Exploring Diversity
Lesson Topic: Dichotomous Keys
Objectives: a. Students will use a dichotomous key to identify leaves. b. Students will construct a dichotomous identification key.
Introduction: Field guides often use dichotomous keys to identify organisms. A dichotomous key uses pairs of contrasting descriptive statements to lead to the identification of an organism (or some other object). (15 min.)
Carolus Linnaeus first developed the classification system used by scientists today. Scientists classify organisms by their characteristics, such as structural features, and chemical makeup.
Materials: shoes; sample dichotomous key
Activity: a. Students get into groups of 4-5.
Part 1: Using a Dichotomous Key
b. Groups will identify the three leaves in a dichotomous key provided by teacher. (Teacher will first demonstrate the procedure on the use of a dichotomous key)
c. Groups will share their findings. Part 2: Making a Dichotomous Key
a. Have students remove one of their shoes. Place all shoes on one table.
b. Have groups list some general characteristics of the shoes (such as size).
c. List the names of the students who own the shoes. Complete the chart by describing the characteristics of each person's shoe.
d. Groups make a dichotomous key that is used to identify the owner of each shoe.
e. Groups exchange dichotomous keys for completion. (60 min.)
Summary: a. What is a dichotomous key?
b. How do scientists classify organisms?
c. Why is classification an essential tool of biology?
d. What other characteristics might be used to identify leaves with a dichotomous key?
e. How was the shoe identification key that your group designed dichotomous?
f. Does a dichotomous key begin with general descriptions and then proceed to more specific descriptions, or vice versa? Explain by citing examples from the key you made.(20 min.)

Lesson #1

Protective Factor: Relationships, Perceptiveness, Love of Learning, Humor
Unit: The Short Story
Lesson Topic: Irony
Objectives: By reading samples of short stories that contain irony, the student will be able to define irony, recognize the use of irony in a short story, and develop his/her own ironic short story.
Introduction: Many writers use irony to enhance their stories. Being able to identify ironic situations can help you find the humor in many stories. Today you will be reading some short stories that contain irony. What is irony? How is it used in the story? How can I use irony in my own story? These are just a few of the questions that you will try to answer. At the completion of this lesson, you will be able to define irony, recognize it in a short story, and be able to write your own story that contains irony. (10 min.)
Method: Discovery; Supervised Individual Activity; Group work/Discussion
Learning Activity: The student will be give two short stories to read individually. After reading the short stories, the students will form groups of five to discuss the stories. As a group, the students must develop a definition of irony, find it in the stories that they've read, and then present their answers to the class. (40 min.)
Resources: Types of Literature textbook; "The Waltz" and "The Necklace"
Evaluation: Students will present their analysis to the class. The student will then, create a short story which contains examples of irony. This story will be individually evaluated by the teacher. (20 min.)
Summary: Question and Answer (15 min.)
Point #1: What is irony?
Point #2: Why do writers use it?
Point #3: How can you recognize it in a story?

Lesson #2

Protective Factor: Relationships, Love of learning, Competence, Perceptiveness, Self-worth
Unit: Poetry
Lesson Topic: Figurative language- Simile/Metaphor
Objective: By reading samples of poems with figurative language, the student will be able to define the terms simile and metaphor. They will also be able to recognize it in a poem.
Introduction: Similes and metaphors are two types of figurative languages used in poetry. The poet often uses these techniques to convey certain images or ideas. Today we will be reading some poems which contain examples of similes and metaphors. What is a simile? What is a metaphor? What is the difference between the two? How can I recognize it in any literary writing? These are just a few of the question that we will be answering using the poem examples. (15 min.)
Method: Discovery; Supervised group activity; Group discussion
Learning Activity: The students will be broken up into groups of four. Each group will receive a different poem. As a group, the students must first define simile and metaphor. Secondly, they must also locate its use in the poetic work provided. Thirdly, they must create their own examples of similes and metaphors. Finally, they will present their explanations and examples to the class. (45 min.)
Resources: Poems will be taken from the Types of Literature Textbook.
Evaluation: The class, as well as the teacher, will evaluate each group's presentation.
Students will be able to provide positive and negative feedback for each group. (30 min.)
Summary: Question and Answer (15 min.)
Point #1: What is a simile?
Point #2: What is a Metaphor?
Point #3: Why are these techniques used by a writer?

Lesson #3

Protective Factor: Encourage goal setting and mastery, Life skills, Self-motivation, Inner Direction, Self-worth, Relationships
Unit: Real Life Skills
Lesson Topic: Filling Out A Job Application
Objectives: The student will be given several examples of completed job applications. After studying the applications, the student will successfully be able to fill out his/her own job application.
Introduction: As a means to obtaining a job, each of you will be expected to be able to fill out a job application. Today, we will be taking a look at the different parts of a job application. You will also be instructed on the proper way fill out an application. At the end of this lesson, you will be able to successfully fill out any type of job application. (15 min.)
Method: Discovery; Supervised Individual Activity
Learning Activity: Students will study three examples individually to discover for themselves the type of information contained in a job application (10 min.) Based on what they have discovered, each student will complete his/her own job application obtained from a vendor. (20 min.)
Resources: The teacher will provide the student with three copies of correctly completed job application forms.
Evaluation: In groups, the students will share their applications with the other members. The students will compare the applications and look for similarities and differences in each application. A final evaluation will be made by the teacher. (20 min.)
Summary: Question and Answer (15min.)
Point #1: What are the different parts of a job applications?
Point #2: What are references and why are they important?
Point #3: What kind of job experience should be listed on your application?
Point #4: Should I list all the skills I have or only those that relate to the job?

Lesson #4

Protective Factor: Relationships, Independence, Flexibility, Self-Worth, Perceptiveness
Unit: The Novel
Lesson Topic: Theme
Objective: The student will be able to analyze and present different themes that exist in the novel, To Kill A Mockingbird. The student will also be able to support his/her analysis with concrete examples from the book. The student will also share his/her analysis with four other members of the class.

Introduction: We have been discussing the use of theme in many different forms of literature. The theme is the main idea or point that the author is trying to convey to the reader. Being able to identify the theme in a piece of literature will help you to further understand what the author is trying to say. What is a theme? How do I support my believe? What is the author trying to tell the reader? These are just a few questions that we will be trying to answer. At the completion of this lesson, you will be able to identify the theme in any from of literary work and you will be able to support it with concrete examples from the book. (15 min.)

Method: Discovery; Group Work/Discussion; Individualized Activity

Learning Activity: Upon completion of reading To Kill A Mockingbird, the student will write a 2-3 page paper discussing the various themes he/she has discovered in the novel. Then in a group of four, the student will share his paper with the other members and get feedback from the group. The group members will then compose a summary of their discussion that will be presented to the rest of the class. (40 min.)

Resource: To Kill A Mockingbird by Harper Lee

Evaluation: The student will revise his/her paper incorporating the ideas received from the group and the class. The teacher will make the final evaluation on the paper. (15 min.)

Summary: Question and Answer (15 min.)
Point #1: What is the theme and why is it important?
Point #2: What kinds of examples are used to support a theme?
Point #3: What are some universal themes used by writers?

Lesson #5

Protective Factor: Relationships, Life Skills, Inner Direction, Perceptiveness, Flexibility, Competence

Unit: Problem Solving

Lesson Topic: The Process of Making a Decision

Objectives: Given a number of different real life decision making problems, the student will be able to develop a step by step plan on how to approach a new problem as well as solving the problem.

Introduction: Throughout your life, you will be faced with a lot of decisions that you will have to make either alone or with someone else. Knowing and developing a decision making process, will help relieve some of the anxiety and stress that accompanies a person making very important life decisions. Why is developing a decision making process necessary? How can it benefit me? What are some of the advantages and disadvantages of developing a process? These are just a few of the questions that we will try to answer. At the end of this lesson, you will have developed a step by step plan on dealing with making important decisions. (5 min.)

Method: Group Activity; Group Discussion

Learning Activity: The students will each receive a different problem scenario. They will individually work on a step by step process on how they plan to solve the problem. (15 min.)

Resources: Copies of decision making scenarios will be provided by the teacher.

Evaluation: Students will form groups of four and will share and discuss their ideas. As a group, the students will develop one step by step process to be presented to the class. Finally, the class will develop a step by step process that will be agreed up by everyone in the class. (30 min.)

Summary: Question and Answer (15 min.)
Point #1: What have you learned about making important decisions?
Point #2: Why is having a step by step decision making process important?
Point #3: What are some of the advantages and disadvantages of a having decision making process?

Beth Matsuda

Lesson #1

Protective Factor: Sets and enforces clear boundaries (rules, norms and laws)

Unit: Introduction to Health

Lesson Topic: Classroom Management Plan

Objective: To set clear guidelines as to what is expected of each student' s behavior and work ethic

Introduction: (Approx. 10 minutes) Hi, I'm Miss Matsuda and this is Health, Today and Tomorrow in room I 105. There are 2 health classes, mine and Mr. Kahuanui's next door. Please check your schedule to make sure that you are in the right class This class is a graduation requirement that all of you must pass in order to graduate from high school in Hawai' i. This class is not that hard, you do need to come to class every day, as we have daily assignments. If you stop coming to class or doing the work and then fall behind, it does become hard. If you have any problems understanding the work, you need to come to see me right away. Let's start by going over the Classroom Management Plan. Review and Discuss Classroom Management Plan (approx. 30 minutes). "This class is run on the basis of RESPECT. Now what are some of the ways that you show respect for each other?" (Short discussion- 10 minutes.) "Almost all of you are 15 years old or older and will be adults in just a few years. I believe that you need to practice being adults and showing respect to each other and me. So I will treat all of you as adults. I am not here to baby-sit you, I will treat and respect each of you as an adult unless you show that you need more help. I know that a lot of adults expect you to show respect to them, but then treat you as a child. I will not do that, I will treat you with the same respect and honesty that I expect you to show me. If I do something that hurts your feelings or makes you uncomfortable, you need to tell me right away. What are some of the ways that we might unintentionally offend someone?" (Short discussions-10 minutes)

Method: Open Discussion
Resources: "Classroom Management Plan" and "Student Information" handouts
Evaluation: Each student will have the opportunity to discuss and add/ delete to the Classroom Management Plan. Then each student must sign it to show that they agree to abide by it and then have their parents sign it showing that they understand what is expected of their child. This is followed up with phone call home when possible within the first 3 weeks of school

Lesson #2

Protective Factor: Encourages supportive relationships with many caring others
Unit: Sex Education
Lesson Topic: Relationships
Objective: To help the student to set guidelines of what is desired from a long term relationship
Introduction: (Approx. 5 minutes): "Well class, today we're going shopping. What are we shopping for? We're shopping for our partner in a long term relationship- like in marriage. What I want you each to do is make a shopping list of 20 things that you want in a your partner in a long, long term relationship. These can be physical qualities and/ or personality traits that you want. After you make your list of 20 things, I want you to go back a rank them with #l being the most important and # 20 being the least. Any questions? Let's start"

Learning Activity #l: (30 minutes) Students make their "Shopping Lists" and rank them. Many of the students will really struggle with coming up with 20 things.

Learning Activity #2: (20 minutes) Have all the boys group together and make a combined ranked "Top 20" list. Have the girls do the same thing. When they are done, either the boys or girls group will give their top l0 qualities to be listed on the board.

Learning Activity #3: (30 minutes) Have each group explain their list to each other with no interruptions. Then ask each group what they think of the other's list. This usually gets pretty "exciting". Then explain that too often teenagers enter relationships without really having clear ideas of what they want from the other person other than "he/she's so cute and has a nice body, is popular, etc." We each need to think what it is that we really want from a relationship. This list will continue to grow and change as we grow and change. If your list at age 30 is the same as the list you made at age l5, you need to take a close look at your list and be sure that its what you really want.

Evaluation: Each period will have a last chance to review and change their list. Then each periods lists are posted on the board so they can see what things other classes thought were important.

Lesson #3

Protective Factor: Encourages supportive relationships with many caring others.
Unit: Sex Education
Lesson Topic: Relationships (cont)
Objective: Students recognize the first steps in an abusive relationship and the cycle of abuse.

Introduction: (5 minutes) We made "Shopping Lists" of what we wanted or desired in long term relationships. Today I want you make a list of 10 things you absolutely do not want in a relationship. And then rank them like we did yesterday.

Learning Activity #1: (20 minutes) Students make their "Undesirable Shopping List" and rank them. They then list them on the board. Invariably "Not Abusive" is in the top 3.

Learning Activity #2: (45 minutes) Students view video "Love Hurts" and answer questions. 1. What was the first sign of abuse from Kristie's boyfriend? How did it progress? 2. What was the support group for? Where did Kristie and Mike learn to accept and receive the abuse?

Learning Activity #3: (30 minutes) Review questions and discuss abuse they've either experienced or seen on campus or in the community. Identify resources for help on campus and in the community.

Lesson #4

Protective Factor: Encourages goal setting and mastery

Unit: CPR (Cardiopulmonary Resuscitation)

Lesson Topic: Chest Compressions

Objective: Each student will the learn the correct landmark, depth and compression rate for CPR.

Introduction: (15 minutes) Yesterday we the learned the correct procedure for "Surveying the Scene" and the "Primary Survey". Today we are going to start to learn the Chest Compressions. Everyone find your xiphoid process. Good, now I'll show how to use that landmark to get the correct placement for your hands to do the compression. (Teacher demonstrates.) The hand nearest the feet, is placed with the heel of the hand on the sternum, the hand nearest the head is placed directly over it. Clasp your fingers and pull them up so only the heel of the hand is touching the sternum. You must make sure that your hand placement is correct. You are then going to do 15 Compressions, going down only 1 1/2 to 2 inches. (Teacher demonstrates depth.) Now count with me as I do the 15 Compressions, you can feel the correct compression rate. (Teacher demonstrates and class counts along.)

Learning Activity #1: (15 minutes) The first person from each group kneel down next to your Annie and place your hands I will walk around the room and check. Now let's have that person do 15 Compressions with the class counting along. Check each other within your group as we do it. Okay, now switch and the next person get down and place your hands. (Activity is repeated until each person has a chance to practice with class counting rate along)

Learning Activity #2: (30 minutes) Each person in the group must practice 4 sets of the 15 Compressions/ 2 breaths at least twice. After you have practiced, you may test each other. Record your scores on your CPR card.

Evaluation: Each person tests on only the Chest Compressions and breaths. Scoring is as follows:
• Perfect (no mistakes) 50 points, • 1 Mistake 45 points, • 2 Mistakes 40 points, 3 or more Mistakes 35 points (for trying). Each person make re-test until they are able to score a 50. The highest score counts. Try to get at least 2 perfect.

Lesson #5

Protective Factors: Encourages pro-social development and life skills.

Unit: CPR and First Aid

Lesson Topic: Use of CPR and First Aid Skills

Objective: To allow students to practice their CPR and First Aid skills they learned in the certification course. Also to give them the feel of being the First Responder.

Introduction: (15 minutes) You've all completed the CPR and First Aid course and have now been divided into First Aid Teams. (Each class is divided into 3-4 teams.) You have selected a team name and captains and each of your teams has a First Aid kit. You will be sent out to respond to various "accidents" on campus. You each have an adult chaperone, who will grade you on the following:

- How quickly did you respond? Did your team go quickly and quietly to the scene of the accident?
- Did you Survey the Scene? Did you find all the victims? Did you do a Primary Survey?
- Did you properly evaluate each victim? Did you help calm them? Did you do the necessary care correctly?

Learning Activity: (45 minutes) Volunteer students who have previously passed health are made up to portray various types

of accidents and set up accident scenes. (We are sure to use lots and lots of blood.) They are then sent to various sites on campus to set up the accident. Once they are in place, the First Aid teams and their chaperones are sent out. When each team is done, they are to return to the class with their chaperone and "victims". (Note: Absolutely no one is allowed to carry or transport another student. All must walk back to class on their own.)

Evaluation (20 minutes) Once all the teams and victims have returned, they have an open discussion on the following:

- What was your first response when your team arrived at the scene? (For most its the amount of blood and condition of victims.) This is then explained how EMTs also must evaluate the scene- they're not "just standing around" as often perceived.
- Did you find all the victims? (Sometimes they miss someone- so its stressed they really look around at the whole picture)
- How did you decided who needed help first? Next?
- Victim: How did you feel when the First Aid team arrived? Did you feel comfortable with the way things were handled? If not, why?
- Adult Chaperones: What is your evaluation?

Lapreal Burgess

Lesson #1

Protective Factor: Provide opportunities for leadership and participation
Unit: Buddy-system through Peer Mediation
Lesson Topic: Team-building exercise "Knot of Life"
Objective: Students will learn to bond with one another, work together as a team and develop trust through this exercise.
Introduction: To begin our unit on a buddy-system through peer mediation, we will all participate in this team-building activity. (10 min.)
Method: Group participation
Learning Activities: Students will need to get into groups of 8-10 students and form a circle-then they need to cross the circle and take the hand of a person directly across from them-take the left hand of another person within their circle-making sure that they do not take the hand of the person right next to them. With all of them bunched-up in a knot, they will need to unknot themselves and form the same circle without letting their hand go or breaking the circle. (30 min.)
Resources: Student participation
Evaluation: Students will debrief and share their experiences as to how they felt about this activity. They will also share their feeling of either success or failure while participating in this exercise. (15 min.)
Summary: Question and answer:
What did they need to do to either succeed or fail? Teamwork cooperation, trust and helping each other.
How did everyone feel when given the task? Was it a good or bad exercise? Why? Why not? (15 min.)

Lesson #2

Protective Factor: Provide opportunities for leadership and participation
Unit: Buddy-system through Peer Mediation
Lesson Topic: Introduction of a buddy-system as a component of peer mediation to help reduce truancy at Nanakuli High & Inter. School.
Objective: To continue our unit, you will use your acquired skills as peer helpers in resolving the peer problem of truancy.
Introduction: As peer helpers, you learned how to help your peers resolve, mediate and work out many of their problems. Now you need to look at those students that are labeled "truant" and see how you can help them. (10 min.)
Method: Class participation and group discussion
Learning Activities: Students will review the following peer mediation skills: (10 min.)
1. Resolving peer problems such as fighting, gossiping and boy-girl relationship.
2. Becoming peer mediators or counselors in solving these problems.

Now you will need to apply these skills in forming a buddy-system at NHIS to combat truancy. (20 min.)
Students will conduct and chart out class discussion on the "hows" and "whys" of why these students are

labeled "truant". Students will list criteria on how to workout a buddy-system that will make it compatible for a peer helper to work with a truancy student. (20 min.)

Resources: Students and teacher

Evaluation: Students will be evaluated on completion of group task and the result of their action plan. (15 min.)

Summary: Question and answer:
Does everyone know how this buddy-system will work? Does everyone take ownership of their task and will be able and willing to be a buddy to a "truant" student?

Lesson #3

Protective Factor: Provide opportunities for leadership and participation

Unit: Buddy-system through Peer Mediation

Lesson Topic: Why are these students labeled "truant" and how can the buddy-system help.

Objective: As peer helpers, you will be made aware that the problem of truancy exist in our school. We need your skills as peer helping other peers to resolve this problem.

Introduction: As we continue to develop our buddy-system unit, we need to understand the how's and why's of truancy and its relationship to our task. (5 min.)

Method: Lecture and class participation

Learning Activities: Invite Mr. Jonathan Kawai, our Truancy Officer, to speak on his role and duties as our officer. Have him give his views as to why these students have this problem, how are we currently addressing it and what is our school administration doing to solve it. (30 min.) Have a "question & answer " period with Mr. Kawai so group can understand what their buddy-system should address to help these students. (20 min.)
Students will compare their "how's" and "why's" from yesterday class discussion to Mr. Kawai's presentation and develop criteria for their buddy-system project. (20 min.)

Resources: Mr. Jonathan Kawai and students

Evaluation: Students will be evaluated on their participation in the question and answer period with Mr. Kawai. Their peers will also grade them on their participation within their group discussion and their intelligent contribution to the group. (15 min.)

Summary: Question and answer: (15 min.)
Has your awareness of this problem made a difference in you? Did Mr. Kawai's presentation help you see the opportunities you have in peers helping other peers in this project?

Lesson #4

Protective Factor: Provide opportunities for leadership and participation

Unit: Buddy-system through Peer Mediation

Lesson Topic: Criteria for pairing buddies with truant students

Objective: As peer helpers, you will need to come-up with criteria that will help in pairing you off with a student that will be compatible to you.

Introduction: In your successful selection as a peer helper, the following criteria were used: (10 min.)

1. demonstrated behavior that is caring, accepting, genuine, understanding and trustworthy.
2. have an understanding and acceptance of the responsibilities and limitations of your role as a peer helper.
3. have the ability to be sensitive to student from diverse back ground.
4. have the ability to serve as positive role-model.

With these criteria in mind, come up with your own group criteria in pairing you off with a truant student.

Method: Group discussion

Learning Activities: As a group, compare the criteria used in your selection and come up with one for your own buddy-system project. (20 min.) Based on group consensus criteria, now pick a buddy that you will want to work with. (20 min.)

Resources: List of truancy students from Mr. Kawai, counselors and registrar

Evaluation: Students will work on list with names of one buddy they will be working with. They will give a brief summary of why they chose that particular students and share techniques and ways of getting the job done. (20 min.)

Summary: Questions and answers: (15 min.)
Did you pick your partner for any particular reason: a friend, a relative, same gender, same grade etc. In view of your selection, what criteria do you possess that you would like to instill in your new buddy?

Lesson #5

Protective Factor: Provide opportunities for leadership and participation
Unit: Buddy-system through Peer Mediation
Lesson Topic: Buddy-system through peer mediation in action
Objective: Putting our action plan to the test and see if it works. Evaluate its effectiveness after first semester of the current school year. Eliminate the negative aspects of the program, accentuate the positive aspects and measure and reward its success.
Introduction: As an elite group of peer helpers, you have all worked hard in planning, selecting, executing and putting this project to work. You have acquired the guidance, training and the tools to help you execute this new project. Now go out there and "Just Do It!" (10 min.)
Method: Discovery, team reaction and feedback
Learning Activities: Students will use any innovative method of contacting buddy to make an appointment for first meeting: telephone call, letter writing, peer to peer or coconut wireless. (20 min.)
Students will use the best method of explaining the project to their new buddies without intimidating or scaring them away and take off from there. (20 min.)
Resources: Students, Mr. Kawai, counselors and teachers
Evaluation: Document all contact with buddy and share with group at regular meetings their progress. At the end of first semester, evaluate, eliminate and reward project accordingly. (15 min.)
Summary: Review the project and see if it measures up to its goals, criteria, and expectations in keeping with the peer mediation model. Did the project reduce the truancy problems at NHIS after one semester? Are the peer helpers and their buddies experiencing success? Is it a good program/ Keep it! Improve upon it!! or Trash it!!! (20 min.)

Marlene Kaho'onei

Lesson #1

Protective Factor: Provides opportunities for leadership and participation
Unit: A Safe School
Lesson Topic: What Do You Consider a Safe School Campus?
Objective: Students will:

- free-write about a time when they felt unsafe on campus
- discuss what constitutes a safe school campus for students

Introduction: "This week we will begin a unit on safe school environment. We will be discussing what a safe school campus should be like (comparing it with what you consider an unsafe school) and try to develop our own criteria for a safe school campus. This unit will explore our NHIS campus and how safe it is. By the end of the unit we will have an action plan that promotes a safe school environment." (5 min.) To begin our unit, please take out a piece of folder paper and pen. You will have 5 minutes to free-write about a time when you felt unsafe on campus. What happened; explain any thoughts or fears. (5 min.)
Method: Group Discussion / Free-write Activity
Learning Activity: Students will free-write about a time when they felt unsafe at school. (10 min.) They will share their story with a partner and list the two reasons why they felt unsafe (ie. school bully, student with a weapon, etc.) on a piece of chart paper. Students will also discuss the outcome of the incident and what was done (if anything) to make them feel safe again. (10 min.) Hold class discussion on students' reasons for feeling unsafe, and what was done about it. All reasons written on chart paper will be posted up at the front of the board to create a list. (10 min.) Class will discuss ways to deal with the "unsafe" list so that students can feel safe on campus.
Resources: Student experiences
Evaluation: Student participation in group discussions. Free-write evaluation will be done by the teacher. Students as a class will write a list of guidelines as to what makes students feel safe on campus.
Summary: Were the lesson objectives met. Compare and contrast the safe and unsafe school campus. Give samples of unsafe factors and have students decide what would be the best way to make it safe. Have the class agree on it. (10 min.)

Lesson #2

Protective

Factors: Provides opportunities for leadership and participation
Unit: A Safe School
Lesson Topic: Developing a Safe School Survey for Students
Objective: Students will develop a safe school survey for NHIS students
Introduction: Yesterday we looked at reasons why we felt unsafe on school campus and what were some things we did or could do about it. We then developed a list of ways students could deal with certain unsafe factors in school. Today, you will split into groups and work on developing a survey/questionnaire to give NHIS students to help get a better idea of what is unsafe about our school campus. (5 min.)
Method: Cooperative Grouping
Learning Activity: Students will review yesterday's discussion - chart work on unsafe factors in the school, list of ways school could be made safe. (5 min.) Students will split into small groups (3-4) and work together to think of 5 questions that could be asked of students to help determine how safe our school is. Samples of questions will be shared. All questions will be written on chart paper and put up on the wall for further discussion. (25 min.) Students will be given an actual safe school survey to compare and contrast with the questions they wrote on the chart paper. (20 min.) A draft of their own student survey will be developed based on the questions they had. Ideas from the other survey will be adopted and added in to their survey. (15 min.) Two students will be responsible for typing the survey for the class. (I will duplicate them.)
Resources: Copies of the "School Safety Student Survey" for each student
Evaluation: Evaluations will be done on small groups participation efforts. Students' leadership and discussion skills will be evaluated. Questions will determine the seriousness of their group and individual efforts.
Summary: Was the process of developing a survey clear? Was a survey developed? Is the survey your own or just a duplicate of the sample survey? Was the survey completed? What's the next step? (5 min.) See Attachment 16-18, pp.137-139.

Lesson #3

Protective Factors: Provides opportunities for leadership and participation
Unit: A Safe School
Lesson Topic: School Safety Student Survey
Objective: Students will develop an action to initiate a school-wide survey on school safety.
Introduction: Now that we have a school safety student survey, we need to discuss how we will go about giving the survey, when would be the right time to give it and who are the students we will target. But before we do, let's take a look at our survey to see if we want to add or take out anything from it. (5 min.)
Method: Cooperative Grouping
Learning Activity: Students will have a copy of their survey to review, change and/or accept. (5 min.) Students will work on the "how, when and who" of an action plan. At this point, the class will be split into 5 groups. Three groups will be given one of the questions (how, when, who) to help create the plan. The fourth group will discuss and plan a way to deliver and collect the survey. The fifth group will tally the survey and compile the data results for everyone to read. (20 min.) Each group will report to the class of their plan. This will be written up as the action plan to carry out. (20 min.)
Resources: Students
Evaluation: Students will be evaluated on their group participation and completion of group task. The class evaluation will be based on the final action plan and how it was conducted.
Summary: Did every group achieve the goal of completing their task? Does everyone in the respective groups know what his or her responsibility is as a group member? Is the action plan attainable? So what is the next step? (15 min.)

Lesson #4

Protective Factors: Provides opportunities for leadership and participation
Unit: A Safe School
Lesson Topic: Conducting a Student Survey
Objective: Students will conduct a school-wide safe campus survey
Introduction: Today we will conduct our survey how safe NHIS students feel on campus. Let's review the action plan to be sure that all steps have been taken. (5 min.)
Method: Cooperative Grouping
Learning Activity: Class will review the action plan and discuss the responsibilities needing to be carried out. Group #4 will

distribute assignments to the other 4 groups. Which classes/school buildings will covered by which groups? What are the student groups supposed to say/ask tell each class they survey? Are there speech card to help them remember what to say/ask/tell? (15 min.) Student groups will be given the survey sheets, speech cards (if any), and sent out to conduct the survey. All groups must return with completed surveys before class period ends. (40 min.)

Resources: Students

Evaluation: Students will be evaluated according to teacher's objective view of the first 15 minute class discussion of what needs to be carried out. (i.e. leadership skills, roles and responsibilities, participation). Survey classroom teachers will have an evaluation sheet to work on while student groups are conducting survey within the classroom. Teacher will make final evaluation.

Summary: Was the review worthwhile? Did students understand what their responsibilities were? Was it explained to them in a comprehendible manner? Was the action plan executed in accordance to what was originally planned? Did you have to make any changes while giving the survey? (15 min.)

Lesson #5

Protective Factors: Provides opportunities for leadership and participation

Unit: A Safe School

Lesson Topic: Action Plan to Make NHIS a Safe School For Students

Objective: Students will: evaluate the student survey (based on the outcome of the survey) develop an action plan to help make NHIS a safer school for students.

Introduction: I'd like to congratulate you for an excellent job done on the survey conducted. Today we will look over the results of the survey and determine what are major "unsafe" factors on campus and what steps can we take to help create a safer atmosphere for students. (5 min.) Today we will work as a class to develop a new action plan, one that will hopefully make NHIS students feel a little more safe.

Methods: Small/Large Group Discussion

Learning Activity: Students will evaluate/tally/review the results of the survey they conducted in their original groups. Questions to be addressed:
-What are the most common feelings of fear for students? Why?
-Where are the most common unsafe places/areas on campus?
-During what times of the day do students feel most vulnerable?
-What types of offenses happen most often to students? (ie. fights, threats, etc.)
Consider some suggestions to help solve these problems. Write all discussions on chart paper. (30 min.) Regroup as a class to share chart notes and group findings. Class will compare all charts and prioritize all findings in order of importance. Students will discuss and develop a feasible way to deal with each unsafe factor. (30 min.) Students will put together steps to an action plan that will help create a safe feeling for them (based on the results of the survey) on campus. (20 min.)
(unit extension)
Students will read article entitled, "Programs, Training Enhance Plans For Safe Schools" and discuss what steps Perkioman Valley High School in Pennsylvania took to help students feel safer on campus. (10 min.) The class will bring this unit before the principal of the school for further discussion and possible execution of the plan. (30 min.)

Resources: Copies of the school safety article for each student

Evaluation: Student participation and discussion skills will be evaluated by teacher. A student evaluation form for evaluating peers and unit will be distributed and worked on. Overall evaluation of the unit will be done by teachers. Student journals will be written before and after about school safety. (15 min.) See Attachments 19-20, pp. 140-141.

Matthew Korenaga

Lesson #1

Protective Factors: Encourages communication and growth in personal beliefs, feelings, and interest. Fosters caring, sharing and positive expectations. Begins to create a safe environment. Sets clear consistent boundaries.

Unit: Community Circle(Tribes)

Lesson Topic: Creating Mutual/ Agreements

Objectives: 1. To build inclusion and community
2. To enhance social skills (communication)
3. To share personal beliefs, feelings and interests.

Materials: Markers and chart paper. (Pre-sketched agreements for the 4 Tribe Agreements)
Time Frame: Two - forty five minute Advisory sessions.
Group Size: Small to large
Presentation / Introduction: (10 minutes) Welcome to Waianae High Schools Advisory program. My name is Mathew Korenaga and I hope to be your advisor for the time that you choose to stay at WHS. That could be one year or all four. As an advisor I will be available to give you general guidance as you choose your career pathway in High School. More importantly I hope to develop a relationship with you that would allow you the opportunity to share more of yourself than we would normally see in our everyday classroom. We are going to be doing this together through our advisory period. Beside getting to know each other better you will also be learning about each other. Look around you. How many seniors do we have? juniors? sophomores? freshman?. I am assuming that most of you do not know each other. By the end of the year if we stick together we are going to learn a lot more about our selves and make new friend ships. Every one of you are familiar with the rules or management plans that each teacher has in the classroom for you to follow. Together as a group during this advisory and the next meeting we are also going to develop some positive agreements that will make this a safe place to share and learn. Thank you for coming right in and sitting in this circle arrangement. We will meet often as a whole class, talking together in a community circle like this. When I want your attention or when some one else in the group needs to get the groups attention I will raise my hand like this. I would appreciate everyone else raising their hand and being quite until every one is quiet. This way none of us will have to shout to be heard. Now how many of you would like that? Can I see a show of hands? Introduce the four Tribe Agreements and let the group know briefly what each of these might mean and that they will be discussed in detail through brainstorming together.
Activity 1: Group Introduction (10 min.) Before we begin we will go around the room and say each of your names and one fun thing you did this summer.
Method: Brainstorming; Reflection
Activity 2: Creating Agreements (done in two sessions) Session I (15 min.); Session 2 (45 min.) - finishing the agreements
1. Students will brain storm, synthesize, and summarize similar statements that are as close as possible to the Tribes agreements. **Attentive Listening (20 min.), Appreciation/No put downs (15 min.), Right to pass (5 min.), Mutual respect (20 min.).** 2. Explain that each student is now a part of the community and that as community we are going to establish agreements together. 3. Present the pre -sketched grid for **Agreement: Listening** on clip board paper and have the class fill in the specific examples using the Looks like, Sounds Like, Feels Like concept. 4. Invite discussion on the need for the skill or agreement. 5. Ask students to call out words for the grid: What does listening look like? 6. Then: What does it sound like? 7. And: What does it feel like? 8. Do these last three steps for the other three agreements.
Reflection: What did you like about developing the agreements together? What was hard to do? What was easy?

Lesson #2

Protective factors: Promotes close bonds, encourages sense of humor, Appreciates the unique talents of each person, fosters active involvement of all students.
Unit: Building inclusion
Lesson Topic: Introductions
Objectives: I. To help learn first names
2. To build inclusion
Materials: None for the students; It is helpful to create an alpha list of positive adjectives for teachers use.
Time Frame: 45 min.
Group size: Large group or small group
Presentation & Introduction (5 min.) Today I want us to get to know each other names. Please get into your community circle and I will give instructions.
Method: Community Circle; Reflection
Activity: Positive Name Game
Instructions: (40 min.)
1. Have everyone form the community circle.
2. Review the community agreements.
3. Define an adjective and have each student quietly think of a positive adjective to describe him/her self. The adjective must have the same sound as the first letter of their first name. Then have the group help any one who needs help finding an adjective.
4. Have one student begin the activity by saying his name preceded by a positive adjective.

5. Have the second student setting next to them on one side of that student add their own and repeat the students positive adjective name.
6. Have the third student say their name and then repeat the first two names. It is helpful if you first model the instruction first after you asked two students next to you their names and adjectives... Example: "HI, I'm Marvelous Mat and you are Kind Kehau and you are Da Bomb Damien".
7. Have Students start with the designated student and go around the circle until everyone has participated. The last student says everyone's name. Do give the group permission to help out.
8. Ask who else would like to try. Model first by doing every ones name.
9. OPTION: During the middle of the activity, have students who have completed their turn switch positions so group members are not just memorizing the order of students.

Reflection: **Content/Thinking:** Why do you like being called by your first name? Why is this activity a good way to learn names? **Social:** How did you help each other in this activity? What could you have done differently? **Personal:** How did it feel to hear you self described positively by so many people? What is the mood like of our group now compared to when we started? Two weeks ago?

Lesson #3

Protective factors: Fosters active involvement in all students, promotes inclusion. Encourages sharing, encourages tolerance of others views.

Unit: Understanding our perceptions and others

Lesson topic: Perceptions

Objectives:
1. To promote inclusion and influence
2. To promote an understanding of different points of view
3. To demonstrate how perceptual limitations can affect communications

Materials: Young girl/old woman drawing-enough for each student; Reflective questions written on paper for each group to answer

Time Frame: 45 min.

Group size: Small Group

Presentation & Introduction (5 min.) The other day I had two students come to me that were mad at each other. The funny thing was that these students had been friends with each other for more than a year. One was a boy and one was a girl. The problem was that the girl had gotten mad at the boy and told a friend that she was so mad she wanted to "Slap the boy up the side of the head." This message had gotten back to the boy. He was shocked that she should consider such force and she was hurt that he would even believe she would do such a thing. Be side the fact that they were both victims of rumors they also had a different perception of what "Slap him up the side of the head" meant. This has to do with perceptions and we are going to do an activity that will help us understand how much our individual perceptions act as filters with each other. After we break into our small group I want your group to pick a recorder and answer the reflective questions together. You will be asked to share with the community.

Method: Small groups; Recording; Reflection

Activity: Perception and Transmission of Information (40 min.)

Instructions:
1. l. Have the group meet in sets of 5.
2. Hand out copies of the young girl/ old woman drawing to each group. Instruct the members to look at the drawing but not to discuss just yet. Collect all the copies.
3. Ask students to share what they saw in the drawing. Emphasize the concept that people see and hear things differently.
4. Give the drawings back to the groups and ask the members to look at the drawings again and to share with the members what they saw as they discovered it and to help each other.
5. Assist students who are still having difficulty perceiving the drawings.
6. Have the small group members expand their discussion by using the reflection questions.
7. When discussion time has ended ask each group to share one or two comments from their reflections.
8. Close with appreciation for listening and accepting each others perceptions.

Reflections: **(Write these questions on paper for each tribe to answer) Content/Thinking:** Why do some of us see an old woman while others see a young girl? Is there a correct way to see this picture? Is this an important activity to do? How does this activity relate to the example I gave you about the girl and the boy?. Be Specific. **Social:** Why do conflicts arise between individuals who perceive information differently? How can you resolve a conflict based on a different perception? **Personal:** What did you feel towards the students who saw the drawing the same way you did? How about the student who saw the drawing differently? What does this tell you about yourself? **Appreciation:** Invite statements of appreciation: I knew what you meant when you said....., Thanks for... See Attachment 21, p.142.

Lesson #4

Protective Factors: Encourages communication and growth in personal beliefs, feelings, and interest. Fosters active involvement of all students, encourages reflective thinking. Identifies life skills.

Unit: Self Awareness

Lesson Topic: Resiliency Concept and Lokahi

Objectives:
1. To help youth begin to understand the resiliency concept
2. To familiarize youth with the Lokahi Concept (Balance, Harmony, and Unity)
3. To build inclusion and influence

Materials: Native Hawaiian Drug Free Schools and Communities / Extension Education Division of Kamehameha Schools Bishop Estate – Lokahi Wheels and the exercise supplies listed below.

Time Frame: 55 min.

Group Size: Community/small group of volunteers

Presentation and Introduction: (25 min.) First review Mutual Agreements. This summer Braddah Iz Kamakawiwaole passed away. How many of you were able to attend his services? What was that like? What do you think he will be remembered the most for? Today I would like to introduce the concept of "resiliency". Big word, yea? Big word, Big man just like Braddah Iz. Did you know he went to WHS but never graduated, that he lost a brother that he loved dearly in the 80's. Can you give me some more examples of difficult situations or problems that Braddah Iz encountered in his life. (List all student responses on the board and add your own). When you listen to his music does it sound to you that he let any or all of the things we cited on the board hold him back? Why? The word resiliency can be defined as the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social and academic competence despite exposure to severe stress....or simply the stress of today's world. (Henderson, 1997)

Method: Community Circle; Debrief

Activity: Lokahi Wheel Exercise (Developed by Colby/Darancian, Farrington Teen Center, adapted here)-Part I, (30 min.)

Supplies: Lokahi Wheel Visual Aid or small wheels; Toilet paper roll with 6 equidistant strings attached to the bottom (Punch holes through roll and tie knot inside); 1 hard boil egg; Lokahi Wheel tags (cut the pie shape pieces from small wheel) Attach string so it can be worn as a necklace. Examples from the board exercise you just completed (Do not erase the board)

Instructions:
1. Discuss the concept of Lokahi with relationship to the wheel they are looking at. (This Wheel is in keeping with the Hawaiian Concept of lokahi which speaks of balance, harmony and unity for the self in relationship to the spirit, the body and the rest of the world)
2. Get 6 volunteers and assign each a part of the wheel by giving them the Lokahi necklaces. Form a circle.
3. Give each a string from the toilet paper roll, so that the roll is upright and the strings are taunt.
4. Show the group the hard boiled egg. It will represent the self/ me (in this case Braddah IZ) on the lokahi wheel. Discuss the significance of the egg: nature's perfect shape, a symbol of life, hard on the outside, soft on the inside- like people., etc. Discuss how we are not like the egg: If we fall we don't break, we can be put back together again, we are not alone,
5. Place the hard boil egg on top of the toilet paper roll. Explain that the volunteers will represent a person like Braddah Iz going down the path of life. Blind fold the volunteers and instruct them not to talk while walking the path of life. Balancing the egg should be a little difficult.
6. Have a 7th volunteer come up and read one of the comments of the board. Next have that volunteer identify which part of the wheel the stressor would affect first and shake the string. Continue to get other volunteers and introduce more stressors until the egg drops.

Variation: Tap the Lokahi Wheel volunteer on the shoulder and have them drop their string. Continue on till the egg drops.

Debrief Part I:
1. How did it feel?
2. Was it Hard to stay in balance? Why /Why not?
3. What happened with the Group?
4. Was there blaming going on?
5. How does this relate to real Life?

See Attachment 22, p.143.

Lesson #5

Protective Factors: Encourages communication and growth in personal beliefs, feelings, and interest. Fosters active involvement of all students, encourages reflective thinking. Identifies life skills.

Unit: Self Awareness

Lesson Topic: Resiliency Concept, Protective factors and Lokahi, Part 2

Objectives:
1. To help youth understand the resiliency concept as it relates to them (Personal and Environmental)
2. To familiarize youth with the Lokahi Concept (Balance, Harmony, and Unity)

3. To build inclusion and influence
4. Youth will be able to identify the protective factors in their life.

Materials: Native Hawaiian Drug Free Schools and Communities / Extension Education Division of Kamehameha Schools Bishop Estate-Lokahi Wheels and the exercise supplies listed below. Personal Resiliency Builders- Nan Henderson and Associates (1997); Environmental Resiliency Builders- Nan Henderson and Associates (1997)

Time Frame: 90 min.

Group Size: Community/small group of volunteers

Presentation & Introduction: (15 min.) First review Mutual Agreements. The Last time we talked about Braddah Iz and what contributed to his resiliency or his ability to bounce back in the face of many odds. Maybe while you were listening you thought about your self now and also about your future. Today we want to take a closer look at ourselves and identify what is called "protective factors " that help contribute to each of us being resilient human beings. This Summer I attended a 5 day learning institute called "Creating a Supportive Environment for Wai'anae Children and Youth". It was there that I learned that even though we have difficult times in our life if we have enough " Individual and Environmental Protective factors " we will eventually pull through and achieve whatever we set our minds and heart to. In terms of Braddah Iz it is looking at the 'Why " he was able to be the awesome person that he was and make the contributions that he did that left us all saying "Aloha and Mahalo Braddah Iz", What, You saw that sign to?,. Remember awhile ago we talked about each of you being a winner even though you don't wake up every morning feeling like one. (The Winning Sperm Story). Yup, you were born a winner and we are going to look at how you can stay one and how you can get some more of these protective factors in your life that make you stretch and yet bounce back into shape just like this rubber band (pull Rubber band). First, in your small groups you are going to do an activity called Name to Claim . For the other two activities I plan to review the preceding activity and relate it to resiliency and what comes out of their Reflective answers.

Activity I: Name to Claim (25 min.)

Method: Small groups; Reflection; Appreciation

Instruction:
1. Review Mutual Agreements.
2. Pass out the **Name to Claim** Activity Sheet and explain the definitions.
3. Ask each student to think about their life and the good and bad times. Next, ask each student to check off all the individual protective factors that relate to that experience.
4. Students are then to pick 2 individual protective factors from the list and share examples with their group. Example; I am some one others can have fun with **(Relationship)** I help my parents out a lot a home because they work (Service). I feel really good about being able to take care of my grandma **(Service)**. I don't like coming to school but I really enjoy going to the mountains and learning about the land **(Love of learning)**. I can remember feeling really good the first time I successfully threw the net and caught something **(Competence).** I know I am da bomb **(Self Worth/Humor)**
5. The students answer the Reflection questions in small group.
6. Students close activity with appreciation for listening and accepting each others perceptions.

Reflection: **Personal:** How did you feel when others were sharing their individual protective factors? Was this a hard activity to do? **Content/ Thinking:** How important is it to have protective Factors? Why? Can you name some individuals in your life or who are famous who are Resilient? What were their individual Protective factors?

Activity 2: Environmental Residency Builders (20 min.)

Method: Small Group
Reflection

Instruction:
1. Review Mutual Agreements.
2. Pass out Environmental Resiliency Builders and explain the definitions.
3. Ask each student to think about their life and the good and bad times. Next, ask each student to check off all the environmental protective factors that relate to that experience.
4. Students are then to pick 2 environmental factors from the list and share examples with their group . Example; This group has helped me by making me feel safe (Promotes close bonds, uses high warmth/low criticism, etc.) My Uncle is someone I can depend on (-Encourages goal setting, supportive, high warmth/low criticism).
5. The students answer the Reflection questions in small group. 6. Students close activity with appreciation for listening and accepting each others perceptions.

Reflection: **Personal:** Was it easier to share the environmental factors? Why?
Content/ Thinking: How important is it to have environmental protective Factors? Why?
Can you name some individuals in your life or who are famous who are Resilient? What were their Environmental Protective factors?

Activity 3: Lokahi Wheel Exercise (Developed by Colby/Darancian, Farrington Teen Center, adapted here)-Part 2. (30 min.)

Method: Community Circle; Debrief

Supplies: Lokahi Wheel Visual Aid or small wheels; Toilet paper roll with 6 equidistant strings attached to the bottom (Punch holes through roll and tie knot inside); I hard boil egg; Lokahi Wheel tags (cut the pie shape pieces from small wheel). Attach string so it can be worn as a necklace. Examples from the board exercise you just completed (Do not erase the board).

Instructions:

1. Discuss the concept of Lokahi with relationship to the wheel they are looking at. (This Wheel is in keeping with the Hawaiian Concept of lokahi which speaks of balance, harmony and unity for the self in relationship to the spirit, the body and the rest of the world). Note that the wheel is important to remember in two ways. First in our interactions with others. It is easy to make quick judgments about others, based on only a limited view of the persons " wheel " - usually the physical part that we see first. But as the wheel shows us, people are complex, and there is much more than one dimension. *These dimensions are where the protective factors exist.* These factors can be considered environmental. Example: **Family/friends**- promotes close bonds, values and encourages education, encourages goal setting and mastery, etc. **Work/Job/School**-Sets and enforces clear boundaries, promotes sharing of responsibility, encourages goal setting and mastery, etc.)
2. Get 6 volunteers and assign each a part of the wheel by giving them the Lokahi necklaces. Form a circle.
3. Give each a string from the toilet paper roll, so that the roll is upright and the strings are taunt.
4. Show the group the hard boiled egg. It will represent the self/ me on the lokahi wheel. Discuss again the significance of the egg: nature's perfect shape, a symbol of life, hard on the outside, soft on the inside- like people., etc. Discuss how we are not like the egg: If we fall we don't break, we can be put back together again, we are not alone, we have many protective factors, including our ability to make choices, and the support we get from others.
5. Place the hard boil egg on top of the toilet paper roll. Explain that the volunteers will represent a person going down the path of life allow them to talk while walking the path of life. Balancing the egg should be easier.
6. Have a 7th volunteer come up and read one of the comments, that you saved on chart paper from your Lesson #4 off the paper or create a list of "Stressors" teen face on file cards. Next have that volunteer identify which part of the wheel the stressor would affect first and shake the string. Continue to get other volunteers and introduce more stressors until the egg drops.

Variation: Tap the Lokahi Wheel volunteer on the shoulder and have them drop their string. Continue on till the egg drops.

Debrief Part 2:

1. How did it feel?
2. Was it Hard to stay in balance? Why /Why not?
3. What happened with the Group?
4. Was there blaming going on?
5. How does this relate to real Life?
6. How was this time different from the first time you did the walk blind folded?
7. What "protective factors" were you able to use? Example: I could talk with others before making a decision(Relationships, Family Friends), I did this exercise before so I could draw upon the experience and decide what to do(Life skills), I knew no one was going to put me down so it was easier to chance maybe being the one to drop the egg? I had faith in the group **(Relationship, Community)** I knew we would act together to keep the egg from falling **(Spirituality**, greater power) Sin this group no one put me down (Group **promotes close bonds**), There were mutual agreements that we made to help each other **(Sets and enforces clear boundaries)**.
8. How does this exercise relate to real life?
9. What do you do if your egg drops? (Pick yourself up and try again) What can you do if you can not pick your self up? (Get help)

Personal Resiliency Builders
Individual Protective factors that Facilitate Resiliency

Relationships	Sociability/ability to be a friend and to form positive relationships
Service	Gives of self in service to others and/or a cause
Life Skills	Uses Life Skills, including good decision making, assertiveness, and impulse control
Humor	Has a good sense of humor

Inner Direction	Bases choices/decisions on listening to your inner voice
Perceptiveness	Insightful understanding of people and situations
Independence	Feeling OK about detaching your self from not OK people and situations/autonomy
Positive view of Personal Future	Expects a positive future
Flexibility	Can adjust to change; can bend as necessary to positively cope with situations
Love of learning	I like to learn about things from books, experiences (good and bad), things around me
Self motivation	I tell myself" I can" and "I will" often
Competence	Is good at something/ personal competence
Self Worth	I feel that I have value and I know what it feels like to feel confident
Spirituality	Personal faith in something greater
Perseverance	keep on going despite difficulty; doesn't give up to easily

See Attachments 23-27, pp. 144-148.

A Plan to Establish Resiliency
in New Teachers
At Waianae High School

"If educators themselves are in high-risk situations and barely coping, how can they find the energy and strength to promote resilience among students?" (Henderson & Milstein, pg. 34)

Waianae High School has one of the highest teacher turn-over rates in the state. We have had at the beginning of school over the past 10 years, between 15 to 25 brand new teachers that are not only new to Waianae but also new to Hawaii. These new teachers are coping with a new job, an unfamiliar community and for many a different culture.

At last week's workshop we heard Mike Kahikina's plea for teachers who can care for Waianae students. This statement hit a nerve in me. I have often heard frustrated new teachers struggling to cope with the many problems they face in the classroom manifest negative attitudes toward the students and the community. In view of the resiliency research presented last week is definitely incumbent upon us to provide support for our new teachers. Our present new teacher activities need to be expanded to build a "web of resilience" at WHS for new teachers.

The following plan addresses all 6 areas of the Resiliency Wheel and is to be carried out by the Curriculum Support Team at Waianae High School.

I. Increase Prosocial Bonding
Barriers to Resiliency Building (Henderson, Milstein p. 65)
Roles performed in isolation
Little time for adult interactions
Non-caring school climate

At Waianae:
Large staff and campus.
An unfamiliar community and culture for many of the new teachers.

Strategies for Resiliency Building:	
Build Work Teams.	• Involve department heads in assigning each new teach a Mentor in the department who teaches the same course. • Include new teachers on School-to-Work and Focus on Learning (Accreditation) Committees. • Include new teachers in Curriculum Development efforts for 9th and 10th grades.
Make opportunities for adult interactions.	• Enlist the support of teachers next door to each new teacher to visit and offer support to new teachers. • Enlist age group peers to visit and support new teachers.

	• Publish a list of new teachers rooms and names for all teachers. • Regularly provide inclusion, influence and community activities at department meetings and faculty meetings. • Provide for faculty socials outside of the school setting and in the community.
Involve staff in goal setting and governance.	• Include new teachers on School-to-Work and Focus on Learning (Accreditation) Committees. • Include new teachers in Curriculum Development efforts for 9th and 10th grades. • Include new teachers on the committees that will be deciding two key issues this year, namely block scheduling and year-round school calendar. • Provide for new teacher representation on policy making bodies such as Steering Committee (Department Heads and Administration) and SCBM (School Community Based Management)

II. Set clear, consistent boundaries.
Barriers to Resiliency building:
Unclear or non-existent rules.
Poor role modeling by leaders.

Strategies for Resiliency Building	
Set rules.	• Insure new teachers know basic policy and procedures, know whom to ask for clarification. • Provide clear written policy information in a timely manner.
Involve staff in their development.	• Provide new teachers with a list of staff personnel and areas of responsibility who can provide assistance and clarification.
Modify them as needed.	• Include new teachers on the committees that will be deciding two key issues this year, namely block scheduling and year-round school calendar. • Provide for new teacher representation on policy making bodies such as Steering Committee (Department Heads and Administration) and SCBM (School Community Based Management)
Live by them.	

III. Teach Life Skills
Barriers to Resiliency building;
Rapid rate of change.
Little time to develop needed skills.
At Waianae:
Unfamiliar mores, culture and dialect.

Strategies for Resiliency building:	
Provide regular and meaningful professional development based on identified needs'.	• Provide new teacher orientation to school and community: tour of community, introductions to community resources and leaders. • Arrange for counselors to provide support/assistance/training for new teachers in dealing with parents. • Arrange for social workers to inservice new teachers on common problems of students and acquaint teachers with resources in the school and community which will provide assistance. • Provide inservice training for new teachers on school

	resources (computer, Hawaiian Studies program). • Provide information on and opportunities for credit courses on campus or in the community for professional development and earning credits. • Hold regular meetings with new teachers to encourage, listen to problems/complaints, provide assistance and information. • Hold inservice on topics requested by new teachers. • Provide for inservice on resiliency for students.

IV. Provide caring and support
Barriers to Resiliency building:
Lack of supportive feedback systems.

Strategies for Resiliency building:	
Send frequent reality-based messages of appreciation.	• Hold regular meetings with new teachers to encourage, listen to problems/complaints, provide assistance and information. • Enlist the support of teachers next door to each new teacher to visit and offer support to new teachers.
Encourage peer feedback and community support of staff.	• Enlist age group peers to visit and support new teachers • Provide for Peer-Coaching among new teachers.

V. Set and Communicate high expectations
Barriers to Resiliency building:
Emphasis on order and discipline.
Extrinsic rewards based on degree and time-in-service.
Assumptions based on gender, ethnicity, etc.

Strategies for Resiliency Building	
Emphasize goals and educational outcomes.	• Have department heads provide curriculum, objectives and sample lesson for new teachers. • Provide for regular sharing within the department and grade level of lessons, work, and projects produced by students.
Change the reward system in ways that recognize outstanding contributions.	• Provide for new teachers to be recognized by the district new teacher of the year program.
Avoid negative assumptions/labels.	• Model and promote acceptance of new teachers.

VI. Provide opportunities for meaningful participation
Barriers too Resiliency Building:
Narrow role definitions.
Little career development.
Top-down governance/decision-making.

Strategies for Resiliency Building	
Define roles more broadly.	• Include new teachers on School-to-Work and Focus on Learning (Accreditation) Committees.
Provide time to participate in school governance.	• Include new teachers in Curriculum Development efforts for 9th and 10th grades.
Ensure that there will be a meaningful voice in the process.	• Include new teachers on the committees that will be deciding two key issues this year, namely block scheduling and year-round school calendar.

BEST COPY AVAILABLE

Teaching Listening

Grades:	2-adult
Time:	30 minutes
Grouping:	tribe
Materials:	none

Objectives

1. To practice components of attentive listening:
   - Attending
   - Paraphrasing
   - Reflecting feelings
2. To share ideas and feelings about any given topic
3. To build inclusion

Instructions

1. Discuss and demonstrate attentive listening skills (refer to chapter 5). Write components on chalkboard.
2. Ask the students to form triads, and designate each triad member as an A, B, or C. Ask for a show of hands of all A's, all B's and all C's to avoid confusion.
3. Explain that each triad member will have an opportunity to play each role; in round 1, A will observe, B will be the speaker, and C will be the listener. Post this chart:

	A	B	C
Round 1	Observer	Speaker	Listener
Round 2	Speaker	Listener	Observer
Round 3	Listener	Observer	Speaker

5. Give the speakers a topic of your choice (depending on age) to speak on for two to five minutes.
   Example: "Should students be allowed to vote?"
6. Ask the listeners to practice one or two components of attentive listening.
7. Ask the observers to pay attention to the interaction and after two to five minutes give feedback to the listeners. Ask them to include what they saw the listener doing both verbally and nonverbally, and their observations of how the speakers responded.
8. Have the Tribes repeat the process until all three members have had an opportunity to be observers, speakers, and listeners.

Suggested Reflection Questions

Content/Thinking

- Why was it important to have an observer?
- How can you be a good listener, speaker, or observer?

Social

- How can you tell if someone is being a good listener?
- Why is listening such an important social skill?

Personal

- How did it feel to be listened to in that way?
- How well did you attend, paraphrase, and reflect feelings?

Appreciation

Invite statements of appreciation:

- "I felt good when..."
- "I liked it when..."

Brainstorming

Grades:	K-adult
Time:	20 minutes
Grouping:	tribes
Materials:	markers, large pa

Objectives

1. To energize a tribe
2. To promote inclusion and influence
3. To experience the fun and creative power of brainstorming as a decision-making or problem-solving technique

Instructions

1. Ask each tribe to appoint a recorder to jot down all the ideas on paper, chalkboard, or newsprint as fast as ideas are called out. (With very young students use an aide or older student.)
2. Instruct the tribes on the "DOVE" rules that they need to follow in order to "brainstorm."
   - D defer judgement
   - O off beat, original
   - V vast number
   - E expand, elaborate
3. Have the community meet in tribes. Explain that each tribe will have five minutes to call out and write down as many ideas as possible on a subject. Examples:
   - "How could we design a better bathtub—one for more enjoyment, efficiency, and comfort than ordinary tubs?"
   - Other possible subjects: better bicycle, bedroom, car, school cafeteria, school
4. Stop the brainstorming after five minutes. Ask each recorder to read his or her tribe's list. Lead applause after each tribe's creativity.
5. If time allows, have the tribes draw their creations. Find a way to include everyone in the tribe.

Suggested Reflection Questions

Content/Thinking

- Why is brainstorming fun?
- How do the "DOVE" rules help you to brainstorm?

Social

- What would have happened if we had judged, commented, or discussed ideas as they were offered?
- How could you tell that your tribe members were enjoying themselves?
- How well did your tribe members follow the "DOVE" rules?

Personal

- How much did you participate?

Appreciation

Invite statements of appreciation:

- "I liked it when you said..."
- "I felt good when..."
- "Your suggestions helped me to..."

123

"I'm Proud" Appreciation Circle

Grades:	2-adult
Time:	30 minutes
Grouping:	community, or tribes
Materials:	none

Objectives

1. To encourage sharing good feelings about oneself
2. To encourage acceptance and appreciation of others
3. To build inclusion

Instructions

1. Discuss the difference between stating appreciation of oneself and bragging.
2. Invite one person of the community or one person in each tribe to sit in the middle as the focus person.
3. Have the focus person make an "I'm proud" statement.
   Examples:
   - "I'm proud that I am..."
   - "I'm proud that I am able to..."
   - "I'm proud that I..."
4. Have the other tribe members give positive feedback or make statements of appreciation to the focus person.
5. Continue the process until each person takes a turn being the focus person.

Suggested Reflection Questions

Content/Thinking

- How did you choose your "I'm proud" statement?
- What did you learn about your tribe members?

Social

- Why is it important to be able to acknowledge what we are proud of?
- How supportive was the tribe when you made your "I'm proud" statements?

Personal

- How did you feel when you made your "I'm proud" statements?
- How did you feel when you gave/received statements of appreciation?

Appreciation

Invite people to make statements of appreciation:

- Is there anyone who would like to make a statement to anyone else in the class?

Option

Use the strategy in a community circle.

Open Forum

Grades:	3-adult
Time:	30 minutes
Grouping:	tribes, sub-group
Materials:	none

Objectives

1. To encourage acceptance of diverse feelings, beliefs, and cultures
2. To build inclusion

Instructions

1. Have the community meet in tribes or subgroups.
2. Tell the students that you will write a discussion question on the chalkboard, and each tribe member is to take a turn responding to the question. Discussion or questions are not allowed until each tribe member has had an opportunity to respond to the question. After all tribe members have had a chance to speak, students may ask one another follow-up questions and ask for clarification of what was said.
3. Remind the groups about the tribe agreements, especially "attentive listening."
4. Examples of inclusion questions:
   - What is the best book you ever read? Why did you like it?
   - How do you select your friends?
   - What guides your life?
   - If you could be an animal for a day, what would you be? Why?
   - What goal do you have for your future?

Option: Use the strategy for academic questions.

Suggested Reflection Questions

Content/Thinking

- What was something you learned from your discussion?

Social

- What social skills did you use to make this activity successful?
- How could you tell that your tribe members were being good listeners when you shared?

Personal

- Why would you be uncomfortable answering some of the questions?
- How did you feel when it was your turn?
- How did you participate? Are you happy with the way you participated? Why?

Appreciation

Invite statements of appreciation:

- "I liked it when..."
- "I'm a lot like you when..."
- "You're a lot like me when..."

SELF-AWARENESS WORKSHEET

FAMILY STRUCTURE

1. FILL IN EACH CIRCLE AS IT FITS YOUR FAMILY STRUCTURE.
2. WRITE A BRIEF DESCRIPTION OF EACH MEMBER OF YOUR FAMILY (IE. LIKES AND DISLIKES, RELATIONSHIP).
3. WHAT IS YOUR ROLE IN THIS FAMILY STURCTURE?
4. WHICH ONE OF YOUR FAMILY MEMBER DO YOU GET ALONG WITH AND WHY?

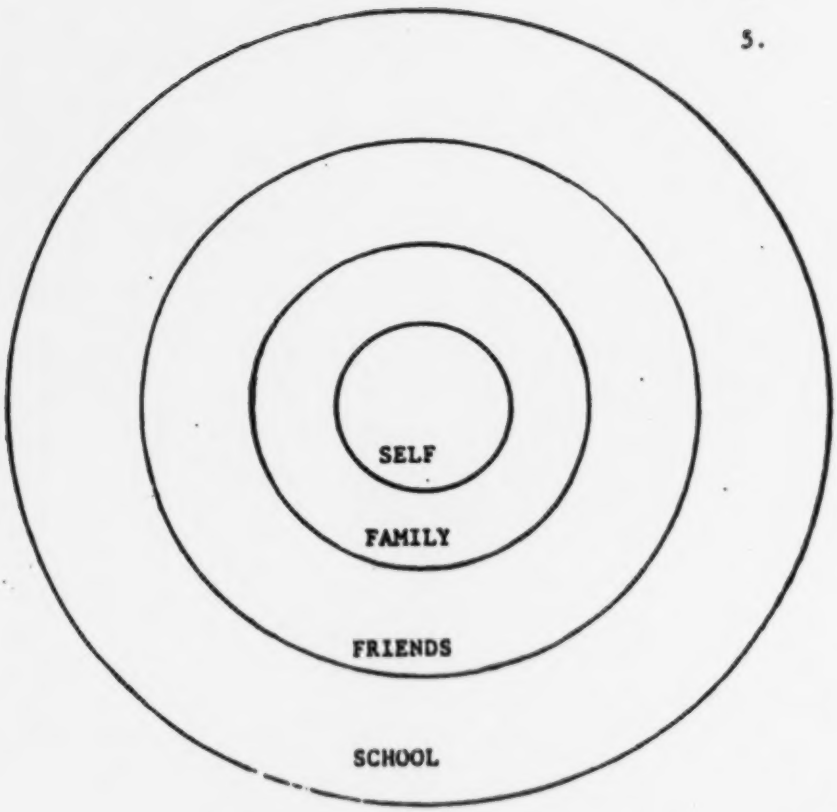
SELF-AWARENESS WORKSHEET

FAMILY

1.
2.
3.
4.
5.

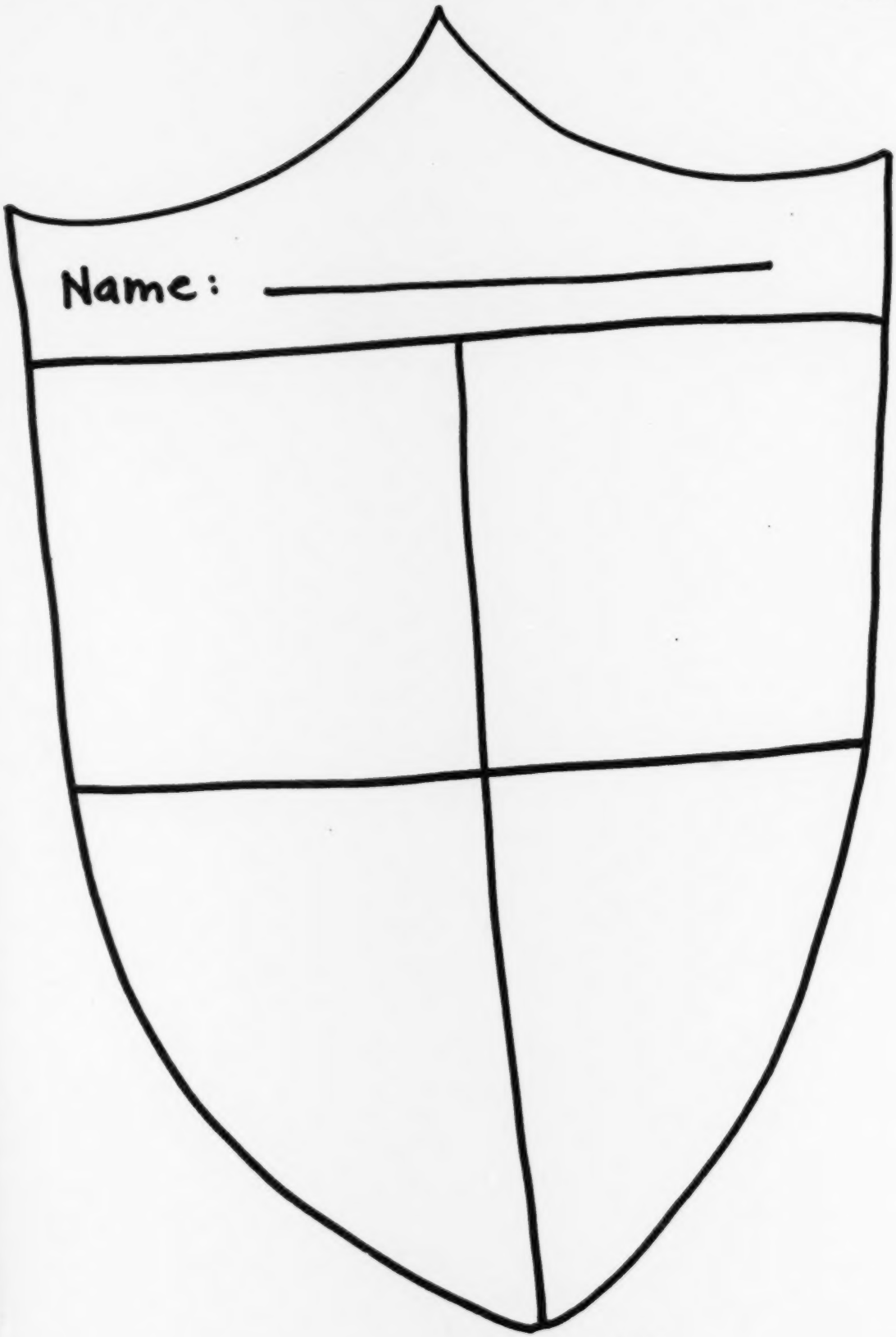
FRIENDS

1.
2.
3.
4.
5.



SCHOOL

1.
2.
3.
4.
5.


Name:

GIVE ME FIVE

1. Eyes on speaker
2. Quiet
3. Be still
4. Hands free (put things down)
5. Listen

I will _____

Then I can _____

Student _____ Teacher _____

Date _____

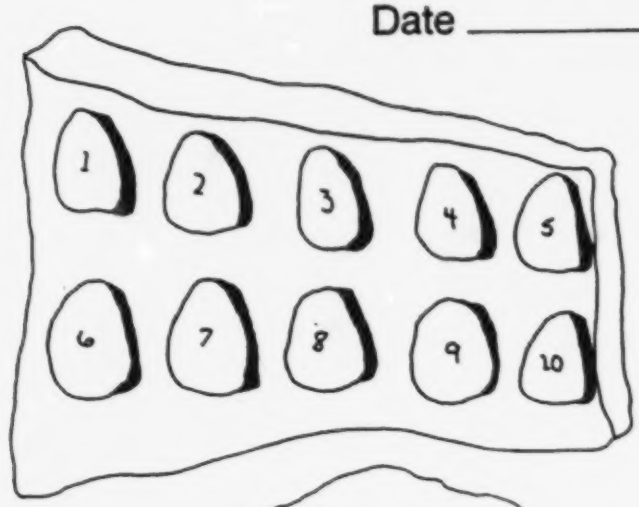
Student _____

Color a number each time

you practice the skill of

_____

Date _____



Classroom Survival

Award

to

_____

for using the skill of

_____

Date _____

PROTECTIVE FACTOR: Autonomy (self-esteem) , pro-social bonding (inclusion)

UNIT: Introducing self to the class, Feeling good about self

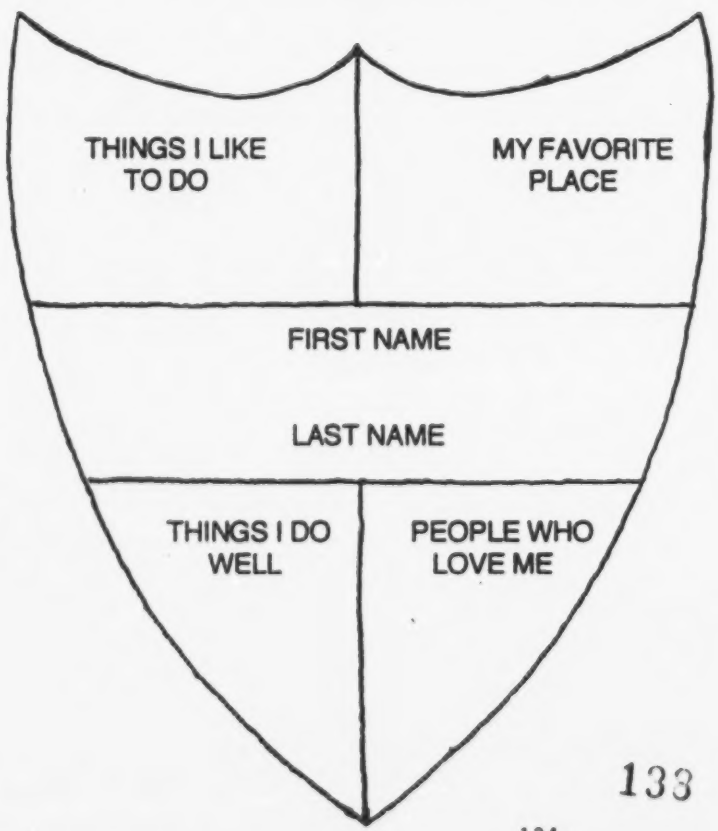
LESSON TOPIC: Creating a Coat of Arms

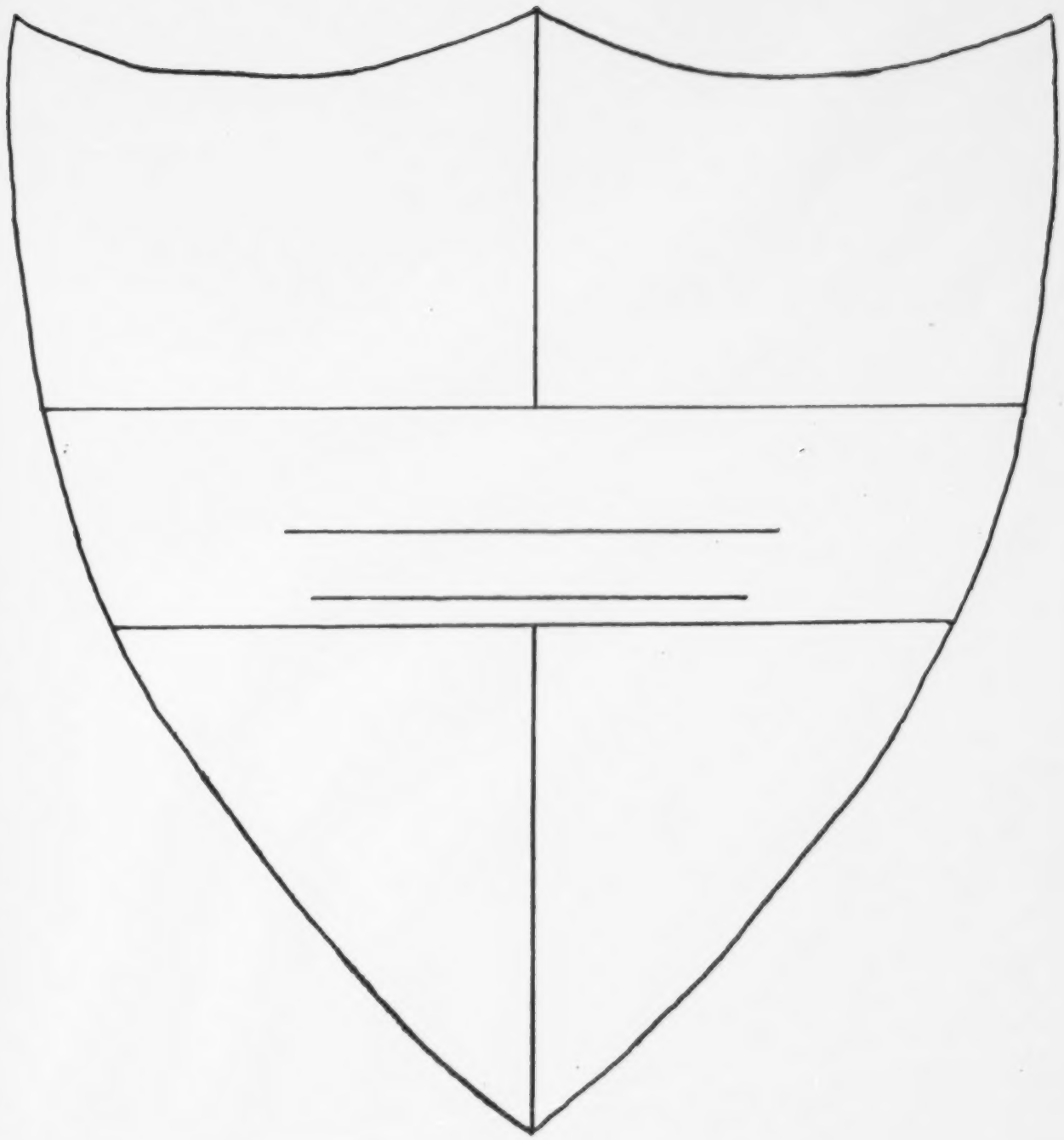
OBJECTIVES: By completing a coat of arms, students will reflect and share on the positive people, places, and things in their lives.

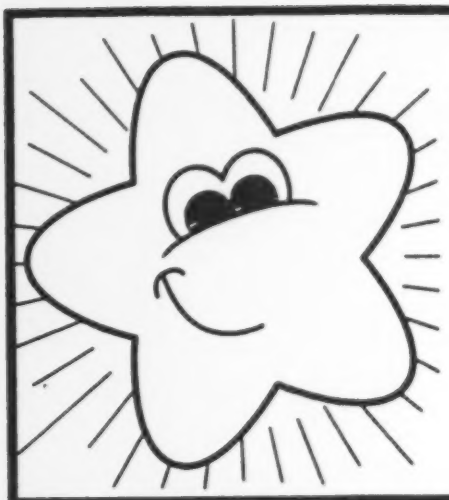
INTRODUCTION: Today you will have a chance to think about the positive things in your life and place them onto your coat of arms. Many people say that the coat of arms looks like a sheild. It will serve us like a shield once we fill it with the things in our lives that make us feel good about ourselves.

METHOD: Supervised individual activity and small group sharing
RESOURCES / MATERIALS: Copy of the coat of arms for each student, pencil, pens, crayons

LEARNING ACTIVITY: (50 MINUTES TO COMPLETE COAT) Distribute a blank copy of the coat of arms to each student. Instruct the students to fill in their coat of arms according to the criteria below. Students can write, draw, or use a combination of both to fill in each area. Students can draw or write as many things as they want in each space. Colored pens or crayons can be used if desired.







I, _____, induct

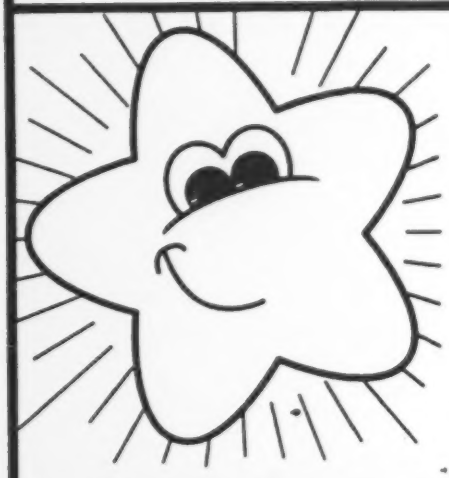
_____ into The

Wall Of Fame because _____

_____

_____

_____



I, _____, induct

_____ into The

Wall Of Fame because _____

_____

_____

_____

61

School Safety Student Survey

Directions: We would like to have your opinion on issues related to school safety. Your answers will help us in our discussions about improving the school. Please do not write your name on this survey.

Demographics:

1. Sex: _____ Male _____ Female

2. Race/Ethnicity:
   _____ White, non-Hispanic
   _____ African-American, non-Hispanic
   _____ Hispanic
   _____ Native American or Alaskan Native
   _____ Asian or Pacific Islander
   _____ Other _____

3. Grade in school:
   _____ 9th
   _____ 10th
   _____ 11th
   _____ 12th

4. In your opinion, what are the three major issues around physical safety at your school right now?

   1. _____

   2. _____

   3. _____

Please read the following statements. Mark the answer that best describes your feelings about each statement, circling whether you Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or Don't Know (DK).

5.	Students of all racial groups at may school get along with each other.	SA	A	D	SD	DK
6.	Students of all racial groups at my school work out problems with each other.	SA	A	D	SD	DK
7.	The views and opinions of students are respected and listened to by teachers at my school.	SA	A	D	SD	DK
8.	The views and opinions of students are respected and listened to by administrators at my school.	SA	A	D	SD	DK
9.	School rules are clearly defined and explained so that I understand them.	SA	A	D	SD	DK
10.	School rules are fairly and consistently enforced for all students.	SA	A	D	SD	DK
11.	Gangs cause trouble at my school.	SA	A	D	SD	DK
12.	I feel comfortable telling teachers or administrators about potential fights or arguments at school.	SA	A	D	SD	DK

13.	I feel comfortable telling teachers or administrators about drugs at school.	SA	A	D	SD	DK
14.	I feel it is my responsibility to tell teachers or administrators about drugs at school when I learn about it.	SA	A	D	SD	DK
15.	I feel comfortable telling teachers or administrators about weapons at school.	SA	A	D	SD	DK
16.	Teachers show respect to students.	SA	A	D	SD	DK
17.	Teachers show that they care about students.	SA	A	D	SD	DK
18.	Students show respect to teachers.	SA	A	D	SD	DK

19. Are there particular places at school where you feel unsafe? ____Yes. _____ No.
If yes, write them below and check the times of the day when these places feel unsafe.

Place on Campus Other	Before School	During Class	During Lunch	After School	All day
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Please complete the following to reflect your experience at your school or on the school bus this school year.

20.	I have had things stolen from my:				
	_____ Desk	Never	1-2 times	3-4 Times	5+ times
	_____ Locker	Never	1-2 times	3-4 Times	5+ times
	_____ Other_____	Never	1-2 times	3-4 Times	5+ times
21.	I have had money or things taken from me by force.	Never	1-2 times	3-4 Times	5+ times
22.	I have had money or things taken from me by use of a weapon.	Never	1-2 times	3-4 Times	5+ times
23.	I have been physically threatened.	Never	1-2 times	3-4 Times	5+ times
24.	I have been physically attacked.	Never	1-2 times	3-4 Times	5+ times
25.	I have been physically injured.	Never	1-2 times	3-4 Times	5+ times
26.	I have had unwelcome sexual advances made to me.	Never	1-2 times	3-4 Times	5+ times
27.	I have had attempts at sexual assault on me.	Never	1-2 times	3-4 Times	5+ times
28.	I have been sexually assaulted.	Never	1-2 times	3-4 Times	5+ times

29.	I have witnessed fights at school.	Never	1-2 times	3-4 Times	5+ times
30.	I have witnessed fights on the school bus.	Never	1-2 times	3-4 Times	5+ times
31.	I have seen students carrying a weapon at school.	Never	1-2 times	3-4 Times	5+ times
32.	I have seen students carrying a weapon on the school bus.	Never	1-2 times	3-4 Times	5+ times

Thank you very much for your help.

Schools are increasingly being called upon to provide not only academics but also a safe haven — a home away from home.

School Safety

UPDATE

Programs, training enhance plans for safe schools

In many of the country's largest urban centers — indeed, in smaller cities and towns across America — youngsters experience during their school hours the only calm, structured, productive and reinforcing hours of a given day. In some cases, the breakfasts, lunches and nutritious snacks served at school constitute a child's only source of food. Some children each day face anxieties born of poverty, abuse and fear of violence in their homes and in the community — violence that often invades the schools in which teachers, administrators and other school personnel strive daily to preserve as safe havens for learning.

Truants, dropouts and children who are fearful — even hopeless — due to stresses engendered by conditions such as those mentioned above nonetheless have advocates: the selfsame teachers, administrators and school personnel who are committed to reaching and teaching all their students every day. The two articles below illustrate ways in which dedicated youth-serving professionals respond to students' needs and commit themselves to long-term, far-reaching plans for keeping all America's youth involved and secure in mainstream schools, learning and life.

Programs that help make schools safer

Schools today are like micro-cities containing a diversity of people that reflect the full spectrum of citizenship, from "good" to "bad." Crime and violence now coexist with the three R's in America's schools. The specter of students with guns at school has introduced an element of fear among students, teachers, administrators and parents gathered in what used to be called the "halls of learning."

Keeping schools safe and conducive to learning must remain the most important item on the educational agenda. As the environment of a school goes, so goes teacher, student and community morale. Academic success, the product of teaching and learning, has a direct correlation to a safe school environment.

After two years as an administrator and 17 as a classroom teacher, I finally truly understand what *in loco parentis* means. It means we all must be responsible for keeping students safe. It means we must "parent" our students so they feel safe in what could justifiably be called their home away from home. For the past three years I have explored ways of keeping students safe. The results of this exploration and research, augmented by the efforts of a dedicated staff, can be seen today at Perkiomen Valley High School. The following represent only some of the initiatives in our school.

Safe School. Maintaining a safe school is our corporate goal. Our faculty, staff and students have embraced the safe school concept by making it a schoolwide goal. Posters and banners in our building mirror this goal. At our opening day staff assembly, we proclaim unity in our ongoing effort to keep our school safe and recognize teachers' and students' efforts in carrying out our safe school initiative.

The V-Factor is one aspect of that initiative. Each high school assistant principal starts every day by standing at one of the school's entrances greeting students. When students enter our building, the first person they see is a special greeter. Such "visibility" combined with the familiar presence of our staff lowers student anxiety and sets the mood for the entire day by establishing a sense of security. Teachers stand outside their rooms and in the halls each morning. Students see their teachers, visible and vigilant, adding to that sense of security throughout the building.

After the last "wave" of students enters the building, the assistant principals begin their "visibility walks." During their walks, administrators count the number of teachers seen standing in the halls in order to inform our staff daily of the number of adults seen by our students — the V-Factor (visibility factor). That number is recorded every day in our printed attendance bulletins, with special "thank you's" recognizing

teachers for their efforts to keep our students safe.

Give 'Em Five is another program dedicated to keeping our students safe. This program epitomizes the caring and nurturing attitude of a dedicated staff. In the Give 'Em Five Program, teachers voluntarily donate five of their preparation periods to doing a building security walk during that donated period. The teacher walks the halls, checking the lavatories, stairways, classrooms, parking lots and outside perimeter. Some of the staff use the time simultaneously as a "wellness walk" by donning sneakers and keeping a fast pace. The pool of donated periods has become so large that during almost any given period over the scope of a school year, students can see teachers "doing the walk" and thus enhancing a sense of school security. Even the student smokers are leery about lighting up, since a teacher "doing the walk" might come around the corner of a bathroom stall at any time. Staff who participate in this program receive a Viking (school emblem) pin symbolizing school safety. In fact, it was as though the pin, being worn so often and seen so often by so many, became the catalyst for other staff to volunteer.

Adopt A Kid. This popular proactive program uses a pool of volunteer staff members to form big brother/big sister relationships with students in the eighth grade. (Our high school houses grades eight through 12.) The students involved in this program are identified by middle school counselors as students who would benefit from participation. Many selected students are shy and introverted, with low self esteem. Others are borderline discipline cases. Some are just kids who need a friend. In all situations, these "adoptions" foster an environment of friendship among those who participate. The adopters and adoptees meet weekly simply to talk. The result is generally a bond of friendship that extends throughout the students' academic careers in high school.

The S.A.F.E. Team. The S.A.F.E. (Society Against Fearful Environments) Team is composed of community and school members: a district court judge; two police officers; a juvenile probation officer; teachers; administrators and students. The team meets about six times a year to assess the school's safety needs and to plan activities around those needs. Using a questionnaire, our team has assessed students' concerns about safety and violence in our high school. The community members of the team have provided the school staff with information about how the various agencies interact with the school. The team has even put together our first Safe School Summit. This summit brought together for a day personnel from over 15 school districts in the county to share what works in maintaining a safe school environment in each of the schools.

The programs mentioned involve staff with students during noninstructional time; these programs are of little or no cost to our school. They rely upon volunteerism and are made possible by the rearrangement of teachers' time. Teachers are thus able to get involved, benefitting our students and enhancing the total school environment.

Submitted by John Romanoski, an assistant principal at Perkioman Valley High School, 509 Gravel Pike, Route 29 and Trappe Rd., Collegeville, PA 19426, 610/489-1230

Crisis simulation training: Everyone benefits

On August 5, 1996, an armed gunman entered his daughter's high school classroom. This noncustodial parent held hostage his daughter, the teacher and fifteen classmates. Could this situation be any worse?

Moments later, the estranged husband of the principal entered the school. Once in the main office area, he pulled a handgun, demanded to see his wife and threatened the principal's secretary with the gun. The principal exited her office upon hearing the disturbance and was confronted by her husband. He took both women into the principal's office and announced that he was going to kill both of them and then himself.

What would you do in your school district or community if these crises occurred? Are you prepared? Such scenarios are every school district's worst nightmare. Fortunately, these two situations were not real; they were part of a day-long emergency and crisis-planning seminar for Indianapolis-area educators and local, county and state police personnel.

This seminar concluded eight months of planning on the parts of the participating agencies: the Indiana Department of Education, the Marion County School Violence Prevention Committee, the Indiana State Police, the Indianapolis Police Department and the Marion County Sheriff's Department. The focus of the educational training simulation was to encourage schools to develop comprehensive school safety plans and guidelines.

Marion County school districts spent months designing school crisis plans; finally the time came to test the plans' effectiveness. The Marion County School Violence Prevention Committee decided that school hostage scenarios would be the most dramatic way to test a school district's plan and guidelines.

The participation and cooperation of the state's three major law enforcement agencies contributed greatly to the success of the program. All three police agencies committed necessary resources and manpower. Police personnel were excited about the project — it afforded them a hostage training opportunity unlike any other in which they had previously been involved.

The hostage simulation training was conducted in August 1996 at a vacant high school in Indianapolis. Over 80 educators and 40 law enforcement personnel were involved in this collaborative training experience. The training was highly successful, as evidenced by one principal's comments: "The

Perception And Transmission Of Information

Attachment/Lesson 3 - Matthew Korenaga

This page may be duplicated for classroom use

LoKahi Wheel

Lesson Plan 4
Attachment
Mathew Kawanaga

Personal Resiliency Builders

Individual Protective factors that Facilitate Resiliency

Relationships-	Sociability/ability to be a friend and to form positive relationships
Service-	Gives of self in service to others and//or a cause
Life Skills-	Uses Life Skills, including good decision making, assertiveness, and impulse control
Humor-	Has a good sense of humor
Inner Direction-	Bases choices/decisions on listening to your inner voice
Perceptiveness-	Insightful understanding of people and situations
Independence-	Feeling OK about detaching your self from not OK people and situations/autonomy
Positive View of Personal Future-	Expects a positive future
Flexibility-	Can adjust to change; can bend as necessary to positively cope with situations
Love of learning-	I like to learn about things from books, experiences (good and bad), things around me
Self motivation-	I tell myself " I can" and "I will" often
Competence-	Is good at something/ personal competence
Self Worth-	I feel that I have value and I know what it feels like to feel confident
Spirituality-	Personal faith in something greater
Perseverance-	keep on going despite difficulty; doesn't give up to easily

Attachment 24

NAN HENDERSON & ASSOCIATES
5130 LA JOLLA BLVD. #2K SAN DIEGO, CA 92109
(619) 488-5034, PH/FAX NANH@CONNECTNET.COM

ENVIRONMENTAL RESILIENCY BUILDERS

Protective Factors in Families, Schools, Communities, and Peer Groups that Foster Resiliency

- ❑ Promotes close bonds
- ❑ Values and encourages education
- ❑ Uses high warmth/low criticism style of interaction
- ❑ Sets and enforces clear boundaries (rules, norms, and laws)
- ❑ Encourages supportive relationships with many caring others
- ❑ Promotes sharing of responsibilities, service to others, "required helpfulness"
- ❑ Provides access to resources for meeting basic needs of housing, employment, health care, etc.
- ❑ Expresses high, and realistic, expectations for success
- ❑ Encourages goal-setting and mastery
- ❑ Encourages pro-social development of values (such as altruism) and life skills (such as cooperation)
- ❑ Provides leadership, decision-making, and other opportunities for meaningful participation
- ❑ Appreciates the unique talents of each individual

The Resiliency Wheel

Provide Opportunities for Meaningful Participation
Increase Prosocial Bonding
Set Clear, Consistent Boundaries
Teach "Life Skills"
Set and Communicate High Expectations
Build Resiliency in the Environment
Mitigate Risk Factors in the Environment

(Richardson et al.,1990, Benard, 1991, Werner and Smith, 1992, Hawkins et al.,1992, Wolin and Wolin, 1993)
Adapted from the book, Resiliency in Schools: Making It Happen for Students and Educators by Nan Henderson and Mike Milstein, published by Corwin Press, Thousand Oaks, CA (April, 1996).

Attachment Lesson Plan #5
Nathan Lorenaga

BEST COPY AVAILABLE

Lesson Level

Lesson Plan 5 - attachment
Mother Knowsy

NAN HENDERSON & ASSOCIATES
5130 LA JOLLA BLVD. #2K SAN DIEGO, CA 92109
(619) 488-5034, PH/FAX NANH@CONNECTNET.COM

ENVIRONMENTAL RESILIENCY BUILDERS

Protective Factors in Families, Schools, Communities, and Peer Groups that Foster Resiliency

- ❑ Promotes close bonds
- ❑ Values and encourages education
- ❑ Uses high warmth/low criticism style of interaction
- ❑ Sets and enforces clear boundaries (rules, norms, and laws)
- ❑ Encourages supportive relationships with many caring others
- ❑ Promotes sharing of responsibilities, service to others, "required helpfulness"
- ❑ Provides access to resources for meeting basic needs of housing, employment, health care, etc.
- ❑ Expresses high, and realistic, expectations for success
- ❑ Encourages goal-setting and mastery
- ❑ Encourages pro-social development of values (such as altruism) and life skills (such as cooperation)
- ❑ Provides leadership, decision-making, and other opportunities for meaningful participation
- ❑ Appreciates the unique talents of each individual

The Resiliency Wheel

Provide Opportunities for Meaningful Participation
Increase Prosocial Bonding
Set Clear, Consistent Boundaries
Teach "Life Skills"
Set and Communicate High Expectations
Build Resiliency in the Environment
Mitigate Risk Factors in the Environment

(Richardson et al.,1990, Benard, 1991, Werner and Smith, 1992, Hawkins et al.,1992, Wolin and Wolin, 1993)
Adapted from the book, Resiliency in Schools: Making It Happen for Students and Educators by Nan Henderson and Mike Milstein, published by Corwin Press, Thousand Oaks, CA (April, 1996).

Attachment Lesson Plan #5
& Ethnic Diversity

BEST COPY AVAILABLE

Lokahi Level

Attachment 27

Lesson Plan 5 - attachment
Mathew Korenaga

BEST COPY AVAILABLE